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ABSTRACT

Contained in the annotated bibliography, which is one in a series of over 50 similar selected bibliographies dealing with exceptional children, both handicapped and gifted, are 101 references concerning disadvantaged youth. Covered are such major topics as cultural and economic disadvantagement, socioeconomic influences, early childhood education, environmental influences, teaching methods, learning disabilities, cognitive development, and language development as they relate to disadvantaged youth. Entries were selected from Exceptional Child Education Abstracts, and bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given for each entry. Subject and author indexes to the bibliography are provided. (KW)

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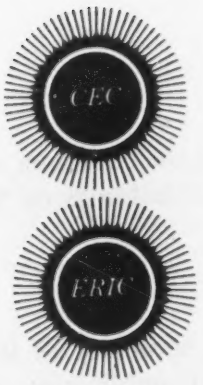

DISADVANTAGED YOUTH

A Selective Bibliography

February 1971

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CEC Information Center on Exceptional Children
The Council for Exceptional Children
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Arlington, Virginia 22202

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EC 033 286

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ABSTRACTS

ABSTRACT 10029

EC 01 0029 ED 011 160
Publ. Date 66 337p.
Lehman, Jean Utley
In-Service Training Staff Development for Education of Disadvantaged Deaf Children, Institute Sessions (April 4-8, June 20-24, June 25-30, 1966).
California State Coll., Los Angeles. Spec. Educ. Center
Los Angeles City Sch., Calif. Spec. Educ. Br.
Dept. of Education, Calif. Off. of Compensatory Educ.
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; curriculum; teaching methods; aurally handicapped; cultrally disadvantaged; deaf; disadvantaged environment; language development; inservice teacher education; reading instruction; instructional materials; individual characteristics; speech; speech improvement; reading; behavior; behavior problems; research; language learning; children; audiovisual aids; audiology; curriculum design

Nineteen recognized authorities contributed to a 3-week program designed to improve the understanding of disadvantaged deaf children and to suggest the type of curriculum best suited to their needs. Lectures, demonstrations, and discussions covered the following topics--(1) the familial and personal aspects of the child, (2) acquisition and structure of language, (3) speech development and improvement, (4) several aspects of reading, (5) audiovisual aids, (6) psychoneurologic behavioral problems, (7) audiological problems, and (8) research, (MK)

ABSTRACT 10189

EC 01 0189 ED 018 893
Publ. Date 67
Wolfgang, Marvin E.
Studies in Delinquency, the Culture of Youth.
Welfare Admin., Washington, D.C., Off. Juvenile Delinquency
EDRS not available

Descriptors: exceptional child education; delinquency; subculture; youth; youth problems; lower class; middle class; role conflict; american culture; negroes; economically disadvantaged; delinquent role; anti social behavior; social behavior; socialization; minority groups; delinquency causes; delinquent behavior; delinquents

Part of a series on various aspects of delinquency and control, this booklet is concerned with the subculture of American youth. Following a definition of culture and subculture, the extended socialization process and dependency status that contribute to the youth culture are discussed. The masculine role is examined in the light of its transformation from physical prowess to symoolic expression. Some of the notable variations between lower class and middle class youth are specified. Relevant statistics on the amount and character of violent behavior among youth are presented. The relationship between youth, Negroes, and the poor is explored regarding their searh for power and for participation in decision making processes. Approximately 60 references are cited. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.20. (TE)

ABSTRACT 10272

EC 01 0272 ED N.A.
Publ. Date Jul 67 57p.
Fargo, George A. and Others
Parents', Teachers', and Clinicians' Estimates of Problem and Non-Problem Behaviors of Preschool Children--an Interdisciplinary Approach to Prevention of Early School Failure. Progress Report Number 2.
Hawaii Univ., Honolulu, Div. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; preschool children; identification; educational diagnosis; tests; psychological tests; behavior problems; behavior rating scales; medical evaluation; child development; culturally disadvantaged; preschool evaluation; teacher evaluation; parent attitudes; social workers; interdisciplinary approach; research projects; prediction; predictive measurement; problem children; testing; socially deviant behavior; Hawaii

Seven teachers in Community Action Program Preschools in Hawaii each designated three children expected to have problems in kindergarten and three not expected to have problems. The 42 children were selected from a population of 140 children whose homes were typical of Hawaii's urban culturally disadvantaged areas. All received psychological and pediatric evaluations and were rated on a behavior scale. Their parents were interviewed by a social worker. Also, tests were administered to the children, including the Stanford-Binet, the Peabody Picture Vocabulary Tests, the Illinois Test of Psycholinguistic Abilities, and the Frostig Developmental Test of Visual Perception. Psychological test scores indicated significant discrimination between the problem and nonproblem groups on the following items--the Stanford-Binet Mental Age and IQ mean scores (.005 level), the Peabody Mental Age and IQ mean score (.005 level), the Illinois Test Total Language Age and seven of its nine area scores (all at .005) and its Motor Encoding Subtest score (.05), and the Frostig Quotient (.005). No significant differences were found concerning chronological age or the Auditory-Vocal Automatic area of the Illinois Test. In analyses of the medical data, the total number of medical followups discriminated significantly (p equals .05) between the two groups, as did the Developmental Quotient worked up by the pediatrician (p equals .005). and nonproblem groups, also discriminated at a high level of significance as used by the teachers, the psychologists, and the pediatricians (all beyond the .001 level). and by the children's parents (p equals .01). Of the 22 children designated as problems by the team, 18 were originally so designated by teacher prediction on the behavior rating scale. Followup studies to compare future development of the children are planned to determine whether early detection followed by educational intervention in kindergarten is effective for the problem group. A bibliography lists six items. An appendix provides the following--the revised behavior rating scale, the conference evaluation form, the request letter to parents, the social worker's parent interview schedule, the case history form from the Children's Hospital, the physical examination blank from the State Department of Health, the conference notification letter, and a sample case summary of conference proceedings. (DT)

ABSTRACT 10703

EC 01 0703 ED N.A.
Publ. Date Apr 67 8p.
Ryckman, David B.
A Comparison of Information Processing Abilities of Middle and Lower Class Negro Kindergarten Boys.
Michigan University, Ann Arbor, Center for Research On Language and Language Behavior
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEC-3-6-061748-058
Exceptional Children; V33 N8 P545-52 Apr 1967
Article Based on Author's Doctoral Dissertation, University of Illinois.

Descriptors: exceptional child research; language; tests; disadvantaged youth; cognitive processes; culturally disadvantaged; language ability; kindergarten children; males; Negro students; lower class; middle class; socioeconomic background; cognitive ability

The study was designed to examine the relationship between social class and cognitive abilities of Negro kindergarten boys. Fifty middle class and 50 lower class Negro kindergarten boys were individually tested with a battery of eight tests designed to evaluate information processing abilities. All 18 cognitive variables discriminated between the two groups in favor of the middle class boys (p less than .01). Analysis produced four components significantly discriminating between the groups in favor of the middle class boys: general language ability (p less than .001), structural organization (p less than .10), visual imagery (p less than .10), and visual classification (p equals .01). The fifth component, chronological age, was significantly discriminating in favor of the lower class boys, but the

mean difference was very small. A definition of cultural deprivation based on language usage rather than socioeconomic variables seems advantageous for identification and programing of remedial or compensatory education. (SB)

ABSTRACT 10834

EC 01 0834 ED 025 693
Publ. Date 66 180p.
Flint, Betty Margaret
The Child and the Institution; A Study of Deprivation and Recovery.
EDRS not available
University of Toronto Press, 1061 Kensington Avenue, Buffalo, New York 14215 ($7.50).

Descriptors: exceptional child research; disadvantaged youth; behavior; environmental influences; institutional environment; infants; play therapy; preschool children; self care skills; staff orientation; perceptual motor coordination; volunteers; inservice education; child development; individualized programs; behavior change; emotional adjustment; social adjustment; case records; facility requirements; Neil McNeil Infants Home

To attempt to rehabilitate infants and preschool institutionalized children who were emotionally and culturally deprived, an experiment in environmental adaptation was established in a children's home. An original experiment involving nine children indicated the need to make staff and building changes. Inservice training emphasized child development and the individuality of each resident; volunteer mothers were recruited. Building modifications included child-sized facilities and stimulating materials. Staff members rated the 83 children on security scales appropriate to the child's age. A regular schedule of daily events and play therapy was established. The staff found that children gradually showed emotional, social, and speech development and became increasingly competent in self help skills. After 15 months, 44 children had been returned to their parents or placed in foster or adoptive homes. Results indicated that an institution could promote healthy development by recognizing the individuality of the children, providing close relationships with other people, encouraging initiative, and being consistent in care and discipline. Five case histories are provided. (RP)

ABSTRACT 10889

EC 01 0889 ED N.A.
Publ. Date Jun 67 6p.
Meyerowitz, Joseph H.
Environmental Variation and Educational Retardation.
Baylor University, Waco, Texas, College of Medicine
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-619-SAE-8204
Journal of Health and Social Behavior; V8 N2 P141-6 Jun 1967

Descriptors: exceptional child research; mentally handicapped; family environment; environmental influences; educable mentally handicapped; parental background; parent child relationship; socioeconomic status; family income; social attitudes; social experience; siblings; geographic location; housing; socialization; disadvantaged youth

In order to determine if home environment affects test performance, a study was made of 180 6 1/2-year-old children. Of them, 120 (IQ's 60 to 85) were classified as educable mentally handicapped (EMH) and 60 (IQ's 90 to 110) served as the criterion (C) group. Three major environmental factors examined were material condition, parental education, and familial voluntary relationships. More EMH children had younger siblings than the C group children; more mothers of the EMH group left school before eighth grade than mothers of the C group; and mothers of EMH children had lower educational expectations (p for all less than .001). C group mothers were rated more neighborly (p less than .01), more prone to join organizations (p less than .001), and more likely to go places with friends (p less than .001). C group families earned more money per week (p less than .01) and although C group children often lived in a depressed area, EMH children seldom lived outside it. (JD)

ABSTRACT 10913

EC 01 0913 ED 026 756
Publ. Date Sep 67 41p.
Rigrodsky, Seymour
Speech Therapy for Disadvantaged Pupils in Nonpublic Schools; Evaluation of New York City Title I Educational Projects, 1966-67.
Center for Urban Education, New York, New York, Committee on Field Research and Evaluation
EDRS mf,hc

Descriptors: exceptional child research; speech handicapped; speech therapy; speech therapists; program evaluation; disadvantaged youth; teaching effectiveness; teacher evaluation; identification; clinical diagnosis; screening tests; referral; administration; teaching load; teacher orientation; parent teacher conferences; regional programs; teaching methods; educational needs

A project was designed to provide therapy for disadvantaged children in New York City nonpublic schools who have the additional handicap of defective speech. Effectiveness of speech teachers in providing therapy services was evaluated. The measurements of effectiveness were determined from the following: trained speech pathologists' observation of the speech teachers and completion of an evaluative form, teachers' responses to a questionnaire assessing the therapy program, and an interview with the program administrators. A total of five trained speech pathologists visited 15 schools and interviewed 13 speech teachers; 30 of the 38 teachers completed the questionnaires. Recommendations included speech teachers' screening of all children in grades 3 to 7 using a clinical rating scale; administration of diagnostic tests to children being considered for therapy; definite referral procedures with coordination and followup; greater flexibility in therapy methods, particularly for older children; the establishment of regional supervisory centers; improvement and expansion of speech teachers' contacts with parents of children in therapy and with other school personnel; and continuation of the orientation program. (GD)

ABSTRACT 11024

EC 01 1024 ED 018 505
Publ. Date Sep 65 200p.
Karnes, Merle B. and Others
Culturally Disadvantaged Children of Higher Potential: Intellectual Functioning and Educational Implications.
Champaign Community Unit 4 Schools, Illinois
Illinois Department for Program Planning for the Gifted, Springfield
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; educational needs; elementary school students; culturally disadvantaged; intelligence; testing; achievement; family characteristics; social characteristics; creativity; family attitudes; psycholinguistics; parents; emotional development; Negroes; socioeconomic status; social attitudes; socioeconomic influences

To determine educational needs of culturally disadvantaged children, 202 children in the top 20% in intellectual ability within a disadvantaged group of 1400 in six elementary schools were selected for study. Subjects ranged from 5-7 to 12-10 in age, from kindergarten to grade 6, and had a mean Binet IQ of 113. Analysis of data indicated that, of the 85 white and 118 Negro children, 120 were in the upper-lower socioeconomic status group (SES) and 83 were in the lower-lower. The subjects consistently rated below the upper 20% of the general population on intelligence, psycholinguistic abilities, and achievement. SES was correlated with intelligence and with elaborateness (creativity), but the Illinois Test of Psycholinguistic Abilities subscales on auditory vocal association, visual motor association, and visual motor sequential were a function of race rather than SES. Children's perceptions of peer acceptance, and children's extrapunitiveness were related to SES. Differential relationships in older and younger children were found with attitudes of fathers and mothers, and with children's reactions to frustration. Negro children did not feel well accepted by peers or parents, and their parents expressed more authoritarian controlling attitudes (but not more hostile rejecting attitudes) than Caucasian parents. Impunitive children tended to score higher on creativity than extrapunitive or intrapunitive children. (CB)

ABSTRACT 11094

EC 01 1094 ED 025 081
Publ. Date Jul 66 135p.
Meisgeier, Charles
The Doubly Disadvantaged; A Study of Socio-Cultural Determinants in Mental Retardation.

Texas University, Austin, Extension Teaching and Field Service Bureau
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); disadvantaged youth; health; minority group children; socioeconomic influences; cultural differences; cultural disadvantagement; illiteracy; migrant children; Latin American culture; Mexican Americans; Anglo Americans; Negro culture; ethnic groups; migrant health services; migrant problems; minority groups; Texas

Citing relevant studies and providing statistical data in 29 figures and 28 tables in the text and 15 appended tables, the report describes the characteristics of Texas' three major ethnic groups, Anglos, Latin Americans, and Negroes; discusses mental retardation in relation to sociocultural factors, deprivation, health factors, education and illiteracy, and migrancy; and considers the characteristics of residential school enrollment. One bibliography cites 70 items; a second annotates 52 items on Latin American migrant labor. Guide questions for Negro and Latin American group meetings and excerpts from the Texas migrant health project are included. (JD)

ABSTRACT 11239

EC 01 1239 ED 002 810
Publ. Date 60 373p.
McGrath, G. D. and Others
Investigation of Mental Retardation in Relation to Bilingual and Subcultural Factors.
Arizona State University, Tempe, College of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-185

Descriptors: exceptional child research; disadvantaged youth; language; mentally handicapped; achievement; language tests; Mexican Americans; bilingual students; American Indians; educationally disadvantaged; socioeconomic influences; socioeconomic background; mental retardation; culturally disadvantaged; immigrants; special classes

The study investigated the difference between true mental deficiency and pseudo-mental deficiency due to language, cultural, and socioeconimic limitations. The factors were studied by the method of repeated tests over a 3-year span in an adapted but relatively constant learning situation. Mental achievement, language tests, and sociological study of the children's environments were used as criteria. The subjects were 188 recent immigrant Mexican and Indian children in special classes for bilingual children. The apparent mental retardation of some bilingual children was found to be often pseudo-, the result of many factors, including socioeconomic attitudes, family background, and others. Typical school programs were not adequately designed to meet the needs or bring out the full potential of these bilingual children who have high mental abilities, as demonstrated by the fact that they have developed some facility with two languages. More studies and continued work related to the field of bilingual children were recommended. (CG)

ABSTRACT 11281

EC 01 1281 ED 022 296
Publ. Date Aug 66 126p.
Karnes, Merle B. and Others
Activities for Developing Psycholinguistic Skills with Preschool Culturally Disadvantaged Children.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; preschool children; communication (thought transfer); teaching methods; language; psycholinguistics; communication skills; information processing; learning activities; instructional materials; instructional aids; educational games; teaching guides

Intended as a guide, not as a curriculum, the manual presents activities designed to improve communication and information processing skills in culturally disadvantaged preschool children, as well as to ameliorate deficits. Generally following the Illinois Test of Psycholinguistic Abilities, except for a section on visual closure derived from Wepman, the manual is divided into 10 areas of communication processes: auditory decoding, visual decoding, auditory vocal association, visual-motor association, vocal encoding, motor encoding, auditory-vocal automatic, auditory-vocal sequential, visual-motor sequential, and visual closure. For each of the 10 areas activities are suggested, such as games, puzzles, drawings, musical adaptations, art projects, or dramatics. Explanations for use and diagrams are provided. Commercially manufactured items for each area are listed with source of supply. (JB)

ABSTRACT 11337

EC 01 1337 ED 012 167
Publ. Date Jan 66 28p.
Powell, Hope M.
Administrative Procedures Involved in Stimulating, Developing, and Implementing a Curriculum for Low-Ability Students at Los Angeles City College.
Los Angeles City College, California
EDRS mf,hc

Descriptors: exceptional child education; administration; disadvantaged youth; program planning; curriculum; experimental curriculum; academic ability; curriculum development; open enrollment; low achievers; low ability students; school and college ability tests; speech instruction; English; remedial courses; remedial programs; psychology; reading level; achievement gains; experimental programs; junior colleges; educationally disadvantaged; Los Angeles

California's open-door policy has led to an increase in the number of low ability students in the junior colleges. In spring, 1964, Los Angeles City College began an experimental program for 64 students who scored below the 11th percentile on the school and college ability tests. Faculty volunteered their services, and an integrated program of introductory psychology, remedial English, and speech was implemented. The results of the first semester were not great, but progress was evident and it was decided to continue the experiment in fall, 1964, with 100 students. In summer, 1965, the program moved from the experimental to the operational phase. Other instructors established courses in their departments to meet the needs of these students. The focus of the program was shifted from remediation to general education. Though progress has been made in raising reading level and academic ability, it was not enough to enable the student to move into a regular college program. Plans have been made to expand the program further. (HS)

ABSTRACT 11338

EC 01 1338 ED 001 901
Publ. Date Mar 65 37p.
Smilansky, S.
An Experiment to Promote Cognitive Abilities, Impart Basic Information and Modify Attitudes Of Pre-School Culturally Disadvantaged Children, through the Development and Improvement of Their Sociodramatic Free Play.
American Orthopsychiatric Association, New York, New York
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; cognitive processes; preschool children; culturally disadvantaged; teaching methods; sociodrama; preschool education; preschool programs; kindergarten children; kindergarten; parent child relationship; child development; attention; attention control; attention span

Two main methods of approach in understanding the scholastic failure of culturally disadvantaged children were the use of such teaching methods as textbooks, workbooks, teachers' guidebooks, and other teaching aids suited to the special needs of these children, and the use of experiments on the kindergarten level aimed at finding ways to develop the necessary abilities and to impart the required information to these children in an effort to boost scholastic capabilities and minimize early school failure. This was called a planned program of development in the kindergarten. The basic problem in working with children from underpriviliged homes was the rapidity with which they shift from one line of thought to another, from one activity to another, and from one feeling to another. Thus ways and means that would help the child embody those scattered facts, experiences, and words into new, meaningful concepts were sought. Sociodramatic play was the best and most natural instrument for helping preschool children combine their scattered experiences, facts, and concepts. Sociodramatic play was a form of social

play activity participated in by some preschool children. Results showed that the growth and development of a child from the middle higher sociocultural stratum differed in many respects from that of a child from the lower sociocultural stratum. The difference stemmed mainly from the quality of the interaction between parent and child; thus it was assumed that deprivation in this area could be recognized and partly overcome in the nursery and kindergarten. (RS)

ABSTRACT 11352

EC 01 1352 ED N.A.
Publ. Date Mar 66 5p.
Smith, Donald Hugh
Teaching Speech to the Culturally Disadvantaged.
Illinois Teachers College, Chicago
EDRS not available
Speech Teacher; V15 N2 P140-4 Mar 1966

Descriptors: exceptional child education; speech handicapped; disadvantaged youth; language; culturally disadvantaged; teacher attitudes; self concept; cultural awareness; cultural differences; student teacher relationship; speech instruction; language arts

The disability in language arts of the culturally disadvantaged child (Negro, southern mountain white, American Indian, or Spanish speaking) is discussed. Effective methods of teaching such children are described, and the need for a positive attitude toward the children and for understanding of their culture is stressed. (JD)

ABSTRACT 11374

EC 01 1374 ED N.A.
Publ. Date Jun 69 11p.
Gerber, Sanford E.; Hertel, Christina G.
Language Deficiency of Disadvantaged Children.
EDRS not available
Journal of Speech and Hearing Research; V12 N2 P270-80 Jun 1969

Descriptors: exceptional child research; language handicapped; disadvantaged youth; retarded speech development; speech tests; speech evaluation; Illinois Test of Psycholinguistic Abilities; ITPA

This investigation examined the extent to which culturally disadvantaged children are retarded in language development compared to other children. Subjects were 53 children between the ages of 48 months and 67 months, 40 of whom were considered culturally disadvantaged. All children were given the Illinois Test of Psycholinguistic Abilities, and 50 utterances were elicited from each child. As had been hypothesized, on virtually every test the culturally disadvantaged children scored significantly lower than did the other children. (Author)

ABSTRACT 11410

EC 01 1410 ED N.A.
Publ. Date Dec 66 6p.
Jansen, Verna Godman; Gallagher, James J.
The Social Choices of Students in Racially Integrated Classes for the Culturally Disadvantaged Talented.
Champaign Public Schools, Illinois; Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS not available
Exceptional Children; V33 N4 P221-6 Dec 1966

Descriptors: exceptional child research; attitudes; gifted; disadvantaged youth; integration effects; classroom integration; integration studies; sex differences; intelligence differences; intergroup relations; social relations; disadvantaged groups; disadvantaged environment; racial integration; racial attitudes; racial differences; intermediate grades

The relation of choice of seating, working, and playing companions to race, sex, and intelligence was investigated in four intermediate level classrooms. The 100 culturally disadvantaged but gifted children (median IQ 110 to 119) were randomly assigned to two experimental groups which recieved home visitations by teachers, and two control groups. Each child was requested to write five choices each for seatmates, playmates, and workmates, the top three of which were used for the study. In control class 1, 90% of the Negro children chose their own race while in control class 2 it was 50 to 60%. The white children's choice of their own race ranged from 30 to 40% in the two control classes and 50 to 60% in the experimental classes. In experimental class 1, the Negroes chose other Negroes, significantly more often than would be expected by chance; but in control class 2 the white children chose Negroes at a rate significantly higher than chance. Fewer interracial choices occurred between girls than boys, and, as in other studies of this age level, there was little cross sex choice in any of the classes. Results indicated that race did seem to be a factor in social choice in some classes under certain conditions, but not in others, and that there was little difference in choice of seatmate, workmate, or playmate. More intelligent children were not chosen significantly more often in these ability grouped classrooms. Results indicated increased social contact and empathy through integration. (SN)

ABSTRACT 11447

EC 01 1447 ED N.A.
Publ. Date Jun 69 6p.
Oakland, Thomas D.
Auditory Discrimination and Socioeconomic Status as Correlates of Reading Ability.
EDRS not available
Journal of Learning Disabilities; V2 N6 P324-9 Jun 1969

Descriptors: reading research; socioeconomic status; reading achievement; auditory discrimination; disadvantaged youth; evaluation techniques; social class

Relationships between reading achievement and social class membership (SES) were studied, as were relationships between reading achievement and performance on phonemic and nonphonemic auditory discrimination tests. A direct relationship existed between reading achievement and SES. Also, reading achievement measures correlated higher with phonemic auditory assessment than with nonphonemic auditory assessment. (Author)

ABSTRACT 11476

EC 01 1476 ED N.A.
Publ. Date Dec 67 1p.
Bottrill, John H.
Effects of Preschool Experience on the School Readiness Level of Privileged and Underprivileged Children.
EDRS not available
Exceptional Children; V34 N4 P275 Dec 1967

Descriptors: exceptional child research; disadvantaged youth; preschool children; day care programs; readiness (mental)

To determine whether a day care center employing a variety of preschool experiences can bring children of poor working class families to the same level of school readiness reached by children of middle class families, privileged children who attended a university nursery school 10 hours a week were compared with underprivileged children who attended a day care center 70 hours a week. Results on the Sprigle School Readiness Screening Test indicated no significant differences between the two groups. (LE)

ABSTRACT 11505

EC 01 1505 ED N.A.
Publ. Date Jan 68 7p.
Brottman, Marvin A.
A Multidisciplinary Approach to Education.
EDRS not available
Elementary School Journal; V68 N4 P188-94 Jan 1968

Descriptors: exceptional child education; emotionally disturbed; identification; student evaluation; interdisciplinary approach; teacher role; psychologists; psychiatrists; disadvantaged youth; preschool programs; learning disabilities; prediction; enrichment programs

The multidisciplinary approach to the education of preschool children with learning problems is discussed in terms of the relationship between teacher and clinician, the clinician's task, and collaboration before crisis. A research program with 4-year-old disadvantaged Negro children is described which found both emotional and intellectual components in children with potential learning problems. The project is further described in terms of its goals, which are to identify predictors of later achievement, explore techniques of teaching standard English usage, provide special care for boys, and do a followup study on the children in the project when they reach public school. (JD)

ABSTRACT 11577

EC 01 1577 ED N.A.
Publ. Date 16 Mar 68 4p.
Scrimshaw, Nevin S.
Infant Malnutrition and Adult Learning.
EDRS not available

Saturday Review; V51 N11 P64-6, 84 16 Mar 1968

Descriptors: exceptional child research; infancy; nutrition; intellectual development; physical development; dietetics; disadvantaged youth; developing nations; animal research; growth patterns; body weight; body height; environmental influences; mentally handicapped; human development; research reviews (publications)

Animal experiments and studies of humans are reviewed, indicating that malnutrition in infancy causes smaller body size and brain size and that it affects adult intelligence. Two types of malnutrition are described: Marasmus, caused by early weaning and poor substitutes for breast milk with resulting calorie and protein deficiencies, and Kwashiorkor, an acute and often fatal disease due primarily to protein deficiency. Studies on the adverse effect of malnutrition upon the development of interrelation among the separate senses, the base of primary learning and adaptive capacity, are cited, as are additional studies on the effect of psychological and social deprivation common among malnourished children upon intellectual performance. The difficulty in separating nutritional from other environmental influences in evaluating performance on intelligence tests is discussed; also discussed is the elimination of malnutrition and infection among underpriviledged populations as a feasible goal. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. and Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11630

EC 01 1630 ED N.A.
Publ. Date 67 8p.
Cravioto, Joaquin; Gaona, Carlos Espinosa
Early Malnutrition and Auditory-Visual Integration in School-Age Children.
EDRS not available
Journal of Special Education; V2 N1 P75-82 Fal 1967

Descriptors: exceptional child research; rural youth; nutrition; school surveys; disadvantaged youth; auditory visual tests; testing; sensory integration

To discover the relationship between early malnutrition and auditory visual integration, the tallest 25% and the shortest 25% of children between the ages of 7 and 12 in a rural village school in southwestern Mexico were tested for their ability to integrate auditory and visual stimuli by a method of equivalence. Short height was considered an indicator of early malnutrition. The 296 children were individually asked to identify visual dot patterns corresponding to rhythmic auditory patterns. Ability improved over the age span considered, with rapid improvement occurring between the ages of 9 and 11; at each age level the mean performance of the taller group was higher than that of the shorter. It was thus suggested that early malnutrition producing integration difficulties may affect the child's ability to read, since reading requires the ability to transform temporally distributed visual auditory patterns into spatially distributed visual ones. (LE)

ABSTRACT 11665

EC 01 1665 ED 018 326
Publ. Date Apr 68 38p.
Williams, Jane Case
Improving Educational Opportunities for Mexican-American Handicapped Children.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; federal aid; educational programs; disadvantaged youth; Mexican Americans; incidence; intelligence tests; environmental influences; prevention; legislation; state programs; research projects; minority group children; preschool programs; bilingual students; teacher education; information centers; instructional materials centers; Bureau of Education for the Handicapped

The problem of Mexican Americans, who are concentrated in the states of Arizona, California, Colorado, New Mexico, and Texas, is considered; their referral to and enrollment in special education classes for the handicapped at twice the expected percentage is mentioned. Programs designed to overcome or correct the effects of cultural disadvantagement discussed are the Bilingual Education Act, Project Head Start, intensive language developmental classes, and a continuation into formal school programs of both special services and the educational and cultural enrichment of Head Start. Bureau of Education for the Handicapped programs available to all children, including Mexican Americans, are described and include the following: support to state schools (Public Law 89-313); Title VI of the Elementary and Secondary Education Act, which provides grants for initiation, expansion, and improvements of programs for the handicapped at all levels; media services and captioned films; training programs for professional personnel; research; and instructional media centers. Future directions of the Bureau are considered. Appendixes discuss intelligence testing with other than Anglo middle class children and environmental deprivation and intelligence. A list of institutions of higher education frequently attended by Mexican Americans is provided. (LE)

ABSTRACT 11682

EC 01 1682 ED 030 236
Publ. Date 69 65p.
The Mentally Retarded in Model Cities. The Report of a Workshop (September 24-26, 1968).
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; mentally handicapped; program planning; community programs; city problems; disadvantaged youth; organizations (groups); community organizations; financial support; educational programs; transportation; citizen participation; urban renewal; neighborhood improvement; community services; urban slums; organization; Model Cities Program

Workshop participants and staff members of the President's Committee on Mental Retardation are listed, and contributions of participants are presented for each day of the meeting. Discussions consider the Model Cities Program, the problems of the disadvantaged, mental retardation, environmental influences, community involvement, inclusion of the

retarded in Model City Planning, associations for retarded children, special education and transportation, financial support, impressions of visits to various communities, and community organizations. The appendix is a guide to mental retardation for Model City planners which considers the following: planning; prevention; diagnostic, preschool, education, social and economic, rehabilitation, day care, and public health services; regional services; resource agencies; establishment of priorities; evaluation; and charts of degrees of retardation and programs or services for the retarded. (RJ)

ABSTRACT 11695

EC 01 1695 ED 030 250
Publ. Date 68 135p.
Tannenbaum, Abraham J.
Special Education and Programs for Disadvantaged Children and Youth.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $3.50 Paper; $4.50 Cloth).

Descriptors: exceptional child education; disadvantaged youth; teaching methods; educational programs; behavior problems; cognitive processes; perception; gifted; reinforcement; behavior change; mentally handicapped; orthopedically handicapped; speech handicapped; speech therapy; environmental influences; intelligence differences; preschool programs; visually handicapped

Nine conference papers consider the application of knowledge and methods known to special education to the instruction of disadvantaged children. Edmund W. Gordon views the disadvantaged population; Frank B. Wilderson discusses behavior disorders in children from deprived backgrounds; Harriet Green Kopp describes problems of perception and cognition among the disadvantaged; and James J. Gallagher treats the disadvantaged gifted. Also presented are the contributions of special education programs, for the following groups, to the instruction of the disadvantaged: children with learning disabilities, by Norris G. Haring and Patricia Nolen; the mentally retarded, by Wayne L. Sengstock; children with orthopedic handicaps or health impairment, by Dorothy B. Carr; and the visually handicapped by Samuel C. Ashcroft. In addition, Mamie J. Jones assesses the contributions of speech therapy. (JD)

ABSTRACT 11795

EC 01 1795 ED N.A.
Publ. Date 69 12p.
Haring, Norris G. and Others
Accelerating Appropriate Behaviors of Children in a Head Start Program.
EDRS not available
Exceptional Children; V35 N10 P773-84 Sum 1969

Descriptors: exceptional child research; disadvantaged youth; preschool children; behavior change; demonstration projects; teaching methods; language handicapped; socially maladjusted; emotionally disturbed; case studies (education)

A research and demonstration classroom was established through the cooperative efforts of the University of Washington's Experimental Education Unit and the Head Start Program of the Seattle Public Schools. The demonstration classroom enrolled children demonstrating severe social, emotional and/or language deficits, as identified by Head Start teachers. The aggressive or acting out child was most often seen as the child needing help. Of the 25 children originally referred, 12 were enrolled for a term which ran up to 43 days. Principles of programing the arrangement of activities in language and social discrimination were followed in the classroom. Behavior modification procedures were utilized and introduced to the regular Head Start teachers. The demonstration class teaching staff worked with the Head Start teachers when the children returned to their home class and throughout a followup period. (Author)

ABSTRACT 11805

EC 01 1805 ED N.A.
Publ. Date Sep 66 5p.
Chansky, Norman M.
Measuring the Intelligence and Achievement of School Dropouts with the Benton Visual Retention Test.
EDRS not available
American Journal of Mental Deficiency; V71 N2 P191-5 Sept 1966

Descriptors: exceptional child research; disadvantaged youth; tests; predictive validity; dropouts; young adults; intelligence tests; academic achievement; reading; arithmetic; spelling; achievement tests; intelligence; test validity; dropout research; dropout characteristics; Benton Visual Retention Test; BVRT; Wechsler Adult Intelligence Scale; WAIS; North Carolina

The concurrent and predictive validities of the Benton Visual Retention Test (BVRT) were studied with 123 high school dropouts in western and eastern North Carolina. Subjects were between 16 and 22 years who were 90% Caucasian and 10% Negro. A battery of tests including other measures of intellectual ability and school achievement was administered to each subject individually. Results indicated that both the Appalachian and Coastal groups were dull normal in intellectual ability and functioned near grade 6 in reading and near grade 5 in spelling and arithmetic. Whatever aspect of achievement was measured by the BVRT was also measured by the Wechsler Adult Intelligence Scale (WAIS); using the WAIS as a criterion, the BVRT had concurrent validity. However, for achievement the BVRT had less predictive validity than the WAIS in the Appalachian sample and more in the Coastal sample. (DF)

ABSTRACT 12024

EC 01 2024 ED 030 991
Publ. Date (68) 46p.
Brown, Louis F.; Andrews, James B.
A Summer School Outdoor Educational Program for Culturally Disadvantaged Educable Mentally Retarded Children. Status Report.
Iowa University, Iowa City, University Hospital School
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-6-068646-1750

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; recreational programs; student evaluation; outdoor education; summer programs; camping; science instruction; homemaking skills; educable mentally handicapped; physical education; self concept; sociometric techniques; personal adjustment; tests

Fourteen culturally deprived educable mentally handicapped children (ages 126 to 168 months, IQ's 52 to 86) participated in a 7-week project to determine the effectiveness of correlating classroom instruction with camping and outdoor educational activities. The subjects were first tested for current knowledge and attitudes about science, recreational camping, and themselves; they also received instruction in homemaking, science, and camping. Then the subjects practiced on campsite what they had learned in the classroom. Finally they were evaluated by the same instruments as earlier and were given opportunity to react to the camping experience. It was concluded that the activities offered will not replace those of physical education programs and that the experiences gained and the subjects' ease in verbalizing seemed to enhance their self concept and family status. A significant change in the positive direction was noted in the subjects' concept of the magnitude of their problems in reading, health, and personal adjustment; their knowledge of natural science also showed a significant gain. No significant changes occurred in group status, although there was some shifting of children in the middle of the sociogrametric region. Recreational activity preferences were altered, although not significantly in favor of those offered. (JD)

ABSTRACT 12049

EC 01 2049 ED 010 669
Publ. Date Jan 67 269p.
Bond, Horace M.
A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations. Final Report.
Atlanta University, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-SAE-8028 CRP-458
BR-5-0859

Descriptors: exceptional child research; disadvantaged youth; environmental influences; academic achievement; social influences; minority groups; racial segregation; academic aptitude; motivation; academic aspiration; Negro students; doctoral degrees; educational needs

Members of the Negro population of the United States who had demonstrated unusual talent by receiving an academic doctoral degree were studied to determine factors that would identify academic promise among underprivileged groups. Factors studied included the importance of the family, the education and occupation of parents, the school, and the psychological and motivational climate of the community. Findings showed that there are approximately 1,600 to 1,800 living Negro holders of academic doctoral degrees; the percentage of these degree holders who were family related exceeded normal expectation; segregated high schools varied in degree of doctorates produced from one in seven graduates to one in 200 to 300 graduates; state doctorate productivity varied widely; and about two-thirds of all Negro doctorates were graduates from predominantly Negro colleges. Recommendations for improving educational opportunities included desegregation of schools and staffs, and school programs in character building, motivation, and short-term coaching. (SN)

ABSTRACT 12081

EC 01 2081 ED N.A.
Publ. Date 69 5p.
Bloomer, Richard and Others
An Experimental Reading-Typing Program.
EDRS not available
Teaching Exceptional Children, V1 N4 P112-6 Sum 1969

Descriptors: exceptional child research; disadvantaged youth; reading instruction; typewriting; teaching methods; reading

A group of disadvantaged children were taught reading by a reading-typing (RT) program, while a group of disadvantaged and a group of middle class children were taught by traditional basal reader (BR) instruction. Children in the RT program were taught one phonetic unit at a time, progressed to blending, typing words, and finally to typing phrases and sentences. Tests revealed that although the disadvantaged BR group showed a deficit in reading skills compared to middle class children, the disadvantaged in the RT program were, with one exception, equivalent to or superior to the middle class group. Parents of the disadvantaged tended to support their children in learning to type; the attention span and listening comprehension of the RT group was superior to that of controls according to teacher observation. At the end of 1 year the RT group averaged 5.2 words per minute in typing unfamiliar material at grade 2 level and 8.6 words per minute in repetitive typing. The RT children independently produced stories based on their experiences while controls dictated their stories. Results indicate that the reading-typing program appears useful as a technique for raising the language learning level of the disavantaged. (Author/RJ)

ABSTRACT 20019

EC 02 0019 ED N.A.
Publ. Date Jun 67 6p.
Berlin, Charles I.; Dill, Anne C.
The Effects of Feedback and Positive Reinforcement on the Wepman Auditory Discrimination Test Scores of Lower-Class Negro and White Children.
EDRS not available
Journal of Speech and Hearing Research; V10 N2 P384-9 Jun 1967

Descriptors: exceptional child research; tests; disadvantaged youth; auditory tests; auditory discrimination; racial differences; Negroes; lower class students; test interpretation; racial factors; feedback; reinforcement; Wepman Auditory Discrimination Test; WADT

The two forms of the Wepman Auditory Discrimination Test (WADT) were administered to lower class children, 8 to 9 years old in age, and of at least normal intelligence. The experimental groups of 12 Negro children and 10 white children received special feedback and reinforcement on the second form while the control groups of 11 white and 12 Negroes received the standard instructions only. The white experimental control groups scored similarly. Only the Negro experimental groups showed significant improvement in the second trial, apparently related to the reinforcement and the feedback. Retesting children who make more than the normal number of errors on the WADT, and giving special instructions to inattentive children on the second test are recommended. The unique effects on Negro children require further study. (EB)

ABSTRACT 20023

EC 02 0023 ED 012 284
Publ. Date 66 24p.
Wolf, Montrose M. and Others
Experiments with Token Reinforcement in a Remedial Classroom.
EDRS mf,hc

Descriptors: exceptional child research; teaching methods; reinforcement; disadvantaged youth; after school programs; remedial instruction; low achievers; academic achievement; grade point average; report cards; instructional materials; educational experiments; attendance; evaluation; program costs; rewards; reading instruction; arithmetic; Stanford Achievement Test

In an after-school remedial education program, 16 fifth- and sixth-grade urban disadvantaged students were taught to master standard instructional materials with the support of token reinforcements. The students had scored 2 years below the reading norm on the Stanford Achievement Test, and their median IQ was 88. Token points were manipulated relative to the amount and/or difficulty of success with the assigned problems. Points earned were rewarded by a variety of goods and special events (treats) which were hierarchically ranked, that is, long range goals with more valuable rewards required more token points. The relationship between the rate of certain academic behavior and the token system and its contingency with achievement was explored. Other contingencies built into the project, not experimentally analyzed, included a money bonus for the teachers which was linked to their students' productivity and permission to students to pursue favorite subjects or more advanced work only if the less popular task was completed. Other token earning contingencies were attendance, good behavior, and improvement in grade average. Compared with a control group having no remediation, the reinforcement group gained an average of 1 year in achievement level and 6 months in their previously accumulated deficit. Attendance averaged 85% and median report card gain was 1.1 grade points (C Average). (NH)

ABSTRACT 20076

EC 02 0076 ED N.A.
Publ. Date May 69 7p.
Kappelman, Murray M. and Others
A Study of Learning Disorders Among Disadvantaged Children.
EDRS not available
Journal of Learning Disabilities; V2 N5 P262-8 May 1969

Descriptors: exceptional child research; learning disabilities; disadvantaged youth; clinical diagnosis; case records; neurologically handicapped; emotionally disturbed; health needs; mentally handicapped; perceptually handicapped

This paper illustrates a study involving disadvantaged children with significant learning disorders. Each child was studied by a multidisciplined team of medical, psychological, hearing, language and educational specialists. The predominant underlying basis for the learning disorder proved to be a neurological handicap in over 50% of the children studied. Approximately one quarter of the children had significant emotional disturbance as the predominant cause of their inability to learn. (Author)

ABSTRACT 20090

EC 02 0090 ED N.A.
Publ. Date Sep 69 10p.
MacMillan, Donald L.
Motivational Differences: Cultural-Familial Retardates vs. Normal Subjects on Expectancy for Failure.
EDRS not available
American Journal of Mental Deficiency; V74 N2 P254-63 Sept 1969

Descriptors: exceptional child research; mentally handicapped; disadvantaged youth; failure factors; self evaluation; self concept; stress variables; motivation

An interrupted task paradigm was used to determine whether cultural-familial retardates exhibited a higher expectancy for failure than non-retarded subjects. A total sample of 120 subjects included equal numbers of primary retardates, intermediate retardates, and non-retarded subjects. Data analyses revealed that both retarded groups placed blame on themselves for the tasks not being completed. Resumption choice and placement of blame were significantly related for non-retarded subjects, but not for

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retardates. Results were interpreted to support the notion that cultural-familial retardates do have a higher expectancy for failure than do normals. (Author)

ABSTRACT 20296

EC 02 0296 ED N.A.
Publ. Date Nov 69 7p.
Norton, Frances J.
Oversocialization in the Young Culturally Deprived Child.
EDRS not available
Exceptional Children; V36 N3 P149-55 Nov 1969

Descriptors: exceptional child research; disadvantaged youth; socialization; social maturity; preschool children; family relationship; behavior patterns; preschool education; stress variables

Observation of advanced social development in young culturally deprived children led to an examination of social maturity scores and intelligence scores in relation to each other and in relation to chronological ages of 99 Head Start children. Results indicate a high incidence of above average socialization among children of low to average mental ability. Causes are suggested and implications for the preschool education of deprived children are presented. (Author)

ABSTRACT 20299

EC 02 0299 ED N.A.
Publ. Date Nov 69 4p.
Mickelson, Norma I.; Galloway, Charles G.
Cumulative Language Deficit among Indian Children.
EDRS not available
Exceptional Children; V36 N3 P187-90 Nov 1969

Descriptors: exceptional child research; American Indians; language development; disadvantaged youth; summer programs; preschool programs; language patterns; Canada

A summer educational program for Indian children living on reserves is discussed. Data are presented which support Deutsch's hypothesis that language deficiencies tend to remain in the verbal repertoire of children disadvantaged with respect to social class. The data also indicate that correction is possible if structured language experiences are provided but that deficiencies do not appear to improve simply as a function of time and undifferentiated school activities. (Author)

ABSTRACT 20323

EC 02 0323 ED N.A.
Publ. Date 66 69p.
Cohen, Julius S. and Others
Vocational Rehabilitation and the Socially Disabled.
Syracuse University, New York, School of Education
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($1.50).

Descriptors: exceptional child services; disadvantaged youth; vocational rehabilitation; vocational counseling; program planning; poverty programs; counselor role; counselor training; economic factors; disadvantaged environment; economically disadvantaged; counselor acceptance; rehabilitation counseling; rehabilitation programs

A short-term institute on rehabilitation counseling and poverty provided discussion and some guidelines for public and private rehabilitation programs, university training programs, and anti-poverty programs. Topics included are the institute's background and goals; scope, cooperation, expansion, and improvement of rehabilitation programs; poverty programs; serving the client; rehabilitation and poverty; training of professionals and the non-professional worker; and a summary. A bibliography, list of participants, and information on careers in rehabilitation counseling are provided. (LE)

ABSTRACT 20365

EC 02 0365 ED N.A.
Publ. Date Apr 68 3p.
Baratz, Joan C.
Language in the Economically Disadvantaged Child: A Perspective.
EDRS not available
ASHA; V10 N4 P143-5 Apr 1968

Descriptors: exceptional child education; disadvantaged youth; Negroes; language ability; language patterns; Negro dialects; research reviews (publications); nonstandard dialects; language instruction; second language learning

Studies of the language of the disadvantaged Negro child are reviewed, suggesting three orientations: either verbal destitution, undeveloped language, or full but nonstandard language development. Results supporting the first two concepts are criticized in terms of their experimental procedures, which are described as oriented to the middle class and indicative of a restricted view of language. The third orientation is judged the most acceptable and research is summarized showing definite patterns of language development in Negro speech which differ from standard middle class English. Implications for the speech pathologist are stated, including the need of the disadvantaged child, not for remediation, but for instruction in standard English as a second language system. (JB)

ABSTRACT 20396

EC 02 0396 ED N.A.
Publ. Date Dec 69 6p.
Radin, Norma
The Impact of a Kindergarten Home Counseling Program.
EDRS not available
Exceptional Children; V36 N4 P251-6 Dec 1969
Based on A Paper Presented at the Annual Meeting Of the Midwestern Psychological Association (41st, Chicago, Illinois, May, 1969).

Descriptors: exceptional child research; disadvantaged youth; kindergarten; preschool programs; parent counseling; intelligence level; able students; parent participation; supplementary education; Supplementary Kindergarten Intervention Program

Three matched groups of 12 disadvantaged, high ability students who had previously participated in a preschool program underwent differential kindergarten experiences. The variable producing both superior performance by the children on cognitive measures and a more stimulating home environment was found to be a parent counseling program. The youngsters showing the greatest gains on the Binet were those whose mothers had been intensely involved in the educative process at both the preschool and kindergarten level. (Author)

ABSTRACT 20417

EC 02 0417 ED N.A.
Publ. Date 67 90p.
Witmer, Helen L., Ed.
On Rearing Infants and Young Children in Institutions.
Social and Rehabilitation Service (DHEW), Washington, D. C., Children's Bureau
EDRS not available
CBRR-1
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: exceptional child services; disadvantaged youth; preschool children; child development; environmental influences; early childhood; residential programs; infants; institutionalized (persons); institutional environment; day care services; day care programs; experimental programs; program development; program proposals; program planning; institutional personnel; residential care

Research papers representing the work of the Children's Bureau and others not associated with the Bureau are given which report the findings of studies of child health and welfare services and the feasibility of rearing deprived infants and young children in residential facilities. Papers consider the following topics: contributions of healthy families to young children's developmental needs; characteristics, needs, and group care of preschool children; a description of a residential nursery for infants at the Children's Home Society in Greensboro, North Carolina; the organization of Abbott House, a residential institution for young children in Irvington-on-Hudson, New York; and the operation of an experimental day care center for young children at the Children's Center, Syracuse, New York. Also included are discussions of plans for a research-oriented day care center for 240 children (studied from birth) in Chapel, Hill, North Carolina; and problems of site selection, staffing, daily schedule of children's activities, health care, and community organization in providing residential group care, and obstacles to good foster care. Conclusions by the editor on the major points covered during the discussion of the papers are given. (AB)

ABSTRACT 20544

EC 02 0544 ED N.A.
Publ. Date Aug 67 12p

Raph, Jane Beasley
Language and Speech Deficits in Culturally Disadvantaged Children: Implications for the Speech Clinician.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N3 P203-14 Aug 1967

Descriptors: exceptional child education; language handicapped; disadvantaged youth; speech handicapped; verbal ability; articulation (speech); grammar; concept formation; early experience; environmental influences; speech therapists; teaching methods; preschool programs

The nature of language and speech defects in culturally disadvantaged children is presented through a discussion of vocabulary, verbal output, pronunciation, articulation, grammatical patterns, concept formation, and reasoning. Information is provided on the significance of the early years to learning, the role of the speech clinician, and new approaches to the development of language. A 49-item reference list is provided. (RD)

ABSTRACT 20680

EC 02 0680 ED N.A.
Publ. Date Spr 69 13p.
Jensen, Arthur R.
Intelligence, Learning Ability and Socioeconomic Status.
EDRS not available
Journal of Special Education; V3 N1 P23-35 Spr 1969
Based on A Paper Presented at the American Educational Research Association Convention (Annual, Chicago, Illinois, February 8, 1968).

Descriptors: exceptional child research; disadvantaged youth; intelligence tests; culture free tests; cognitive ability; complexity level; socioeconomic status; learning characteristics

To investigate the observation that children of low socioeconomic status (SES) with IQ scores between 60 and 80 appear brighter on tests of associative learning, on the playground, and in social situations, than middle SES children with similar low IQ's and poor scholastic performances, subjects from ages 4 to 14 were tested. The children were given learning tasks and timed on their success. The findings were interpreted in terms of two-dimensional models pairing learning ability (slow to fast) and intelligence (low to high), and pairing abstract problem solving with a culture free to culture loaded test continuum. The following results were noted: average-ability and high-ability low-SES children do not differ from their middle-class counterparts on associative learning tasks; the low-ability low SES children did better than their low-ability middle SES peers. The findings help to localize the nature of the intellectual deficit of culturally disadvantaged children, bring a sharper focus to the nature-nurture problem concerning social class and racial differences in mental ability, show that environmental deprivation does not have an equal effect on all mental abilities, and emphasize the need for standard tests to assess a broader spectrum of mental abilities. (LE)

ABSTRACT 20779

EC 02 0779 ED N.A.
Publ. Date Jan 70 10p.
Bruininks, Robert H.
Teaching Word Recognition to Disadvantaged Boys.
EDRS not available
J Learning Disabilities; V3 N1 P28-37 Jan 1970
This Article Is A Partial Summary of A Doctoral Dissertation Completed Under the Direction of Professor Lloyd M. Dunn at George Peabody College For Teachers.

Descriptors: exceptional child research; disadvantaged youth; teaching methods; word recognition; visual learning; sight method; reading failure; perceptual development; auditory perception; visual perception

Twenty boys demonstrating visual strengths and auditory weaknesses and another group of 20 boys with the opposite perceptual pattern were taught to recognize 15 words by a visual or sight-word approach, and another set of 15 words by an auditory or phonic teaching method. Results failed to support the predicted interaction between perceptual aptitudes and teaching methods, but revealed a trend toward more efficient learning under the visual teaching method. (RD)

ABSTRACT 20780

EC 02 0780 ED 029 058
Publ. Date 67 66p.
Program for Developing Speech and Language Skills in the Educationally Deprived Child Through the Utilization of the Specialized Training of Speech Therapists, September 6, 1966-June 16, 1967. Program Evaluation.
Milwaukee Public Schools, Wisconsin, Division of Curriculum and Instruction
EDRS mf,hc

Descriptors: disadvantaged youth; exceptional child research; educable mentally handicapped; primary grades; program evaluation; retarded speech development; speech instruction; speech therapists; verbal development; language development; Ammons Quick Test; Elementary and Secondary Education Act Title I Program; Illinois Test of Psycholinguistic Abilities; Peabody Language Development Kit; Project Head Start; Project Speech and Language Development

The Speech and Language Development Project funded under ESEA Title I, designed to improve the verbal skills of economically disadvantaged children in the primary grades and later expanded to include older (7-13) educable mentally handicapped youth was used in the Milwaukee Public Schools. The 325 participants worked regularly with six speech therapists in groups of six to eight to improve their receptive and expressive language. A four-group experimental-control research design was used to evaluate that part of the project involving the primary-grade children; a two-group experimental design using the project group and a nonproject group was used to evaluate the project's success with the educable mentally handicapped students. A followup study was done of a random sample of Head Start students who had had previous language training. Evaluative data was collected from teachers, administrators, and therapists. Project therapists compiled a curriculum guide (see UD 007 935). (EF)

ABSTRACT 20791

EC 02 0791 ED N.A.
Publ. Date Jan 70 6p.
Hallahan, Daniel P.
Cognitive Styles: Pre-School Implications for the Disadvantaged.
EDRS not available
J Learning Disabilities; V3 N1 P4-9 Jan 1970

Descriptors: exceptional child education; disadvantaged youth; cognitive development; hyperactivity; learning disabilities; neurologically handicapped; preschool programs; psychological characteristics; behavior patterns; teaching methods

Research studies describing the characteristics of cognitive processes in disadvantaged children are presented, and similarities of these cognitive styles with those of the hyperkinetic, brain injured child are given. Implications from these behavior and cognitive characteristics are made for teaching methods and preschool program planning for the disadvantaged. (RD)

ABSTRACT 20792

EC 02 0792 ED N.A.
Publ. Date Jan 70 3p.
Kallan, Cynthia A.
Privation of Deprivation: A Discussion on the Culturally Deprived Child.
EDRS not available
J Learning Disabilities; V3 N1 P25-7 Jan 1970

Descriptors: exceptional child education; disadvantaged youth; sensory deprivation; cultural traits; educationally disadvantaged; cognitive development; language development; preschool education

A description of the labels and characteristics of the culturally deprived child along with his developmental experiences are presented. Deficiencies and recommendations of preschool education are also provided. (RD)

ABSTRACT 20821

EC 02 0821 ED 032 687
Publ. Date 68 329p.
Perspectives on Human Deprivation: Biological, Psychological, and Social.
National Institute of Child Health and Human Development, Bethesda, Maryland;
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; human development; environmental influences; research reviews (publications); personality development; cognitive development; language

development; social development; social factors; behavior development; biological influences; maturation; motor development; emotional development; social structure; prenatal influences; infants; cultural disadvantagement; psychological needs

The work of four task forces on human deprivation is reported. Aspects of deprivation treated include psychosocial deprivation and personality development; influences of biological, psychological, and social deprivations upon learning and performance; socialization and social structure; and biological substrates of development and behavior. For each aspect, research is reviewed and suggestions are made for future research. Also provided is a synthesis of a 2-day conference on research policy for psychosocial deprivation which concerned itself with the areas mentioned above. (JD)

ABSTRACT 20885

EC 02 0885 ED 028 583
Publ. Date 68 144p.
Karnes, Merle B.
Helping Young Children Develop Language Skills: A Book of Activities.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $2.75).

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disadvantaged youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or those with learning disabilities. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visual decoding; verbal expressive abilities or vocal encoding; motor expression or motor encoding; verbal associations or auditory vocal association; visual associations or visual motor association; standard syntactical constructions and auditory closure or auditory vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

ABSTRACT 21088

EC 02 1088 ED N.A.
Publ. Date Jan 70 19p.
Karnes, Merle B. and Others
The Effects of Four Programs of Classroom Intervention on the Intellectual and Language Development of 4-Year-Old Disadvantaged Children.
American Journal of Orthopsychiatry; V40 N1 P58-76 Jan 1970

Descriptors: disadvantaged youth; preschool programs; program evaluation; intellectual development; language development; visual perception; community programs; multisensory learning; program descriptions; Montessori Method

To evaluate the differential effects of four preschool programs, pre- and post-batteries of tests (Stanford-Binet 1960, Illinois Test of Psycholinguistic Abilities 1961, and the Peabody Picture Vocabulary Test) were administered to disadvantaged children involved in units of the program. The programs were the traditional nursery school, a community integrated system, a Montessori method program, and a highly structured experimental program employing manipulative and multisensory materials. The experimental group made greater gains in IQ than any of the other groups (74% gained more than 10 points). The experimental group also made significant gains superior to the other groups in language development and vocabulary comprehension, with the traditional group the next closest, and made more gains in visual perception. The experimental program seemed to indicate its greatest strength in connecting cognitive development and verbal expression through structured learning situations. Tables of results are included. (JM)

ABSTRACT 21089

EC 02 1089 ED N.A.
Publ. Date Jan 70 10p.
Wight, Byron W. and Others
Cultural Deprivation: Operational Definition in Terms of Language Development.
American Journal of Orthopsychiatry; V40 N1 P77-86 Jan 1970
Paper Presented at the Annual Meeting of the American Orthopsychiatric Association (New York, New York, 1969).

Descriptors: exceptional child research; disadvantaged youth; language development; cognitive development; cognitive ability; preschool children; research needs; learning experience; environmental influences; vocabulary development

To investigate cultural deprivation in terms of experience deficiencies and deficiency in learning conditions, a group of private kindergarten students and a group from a public kindergarten in a poverty area were compared as to food identification ability. The children handled each vegetable and were asked to name it. Homolgorov-Smirnov tests revealed significant differences (.05 level) between the groups. The private group named more vegetables and had seen, eaten, and named more than the poverty group. Even among vegetables that the poverty group had seen and eaten, there were many that could not be named. The private group showed increasing naming ability with age while the poverty group did not. Indications are that the culturally deprived child is handicapped by experience but also by the unorganized presentation of stimuli. Graphs indicate results. (JM)

ABSTRACT 21091

EC 02 1091 ED N.A.
Publ. Date Jan 70 9p.
Goldman, Irwin J. and Others
Characteristics of Jobs Held by Economically Disadvantaged Youth.
American Journal of Orthopsychiatry; V40 N1 P97-105 Jan 1970
Paper Presented at the Annual Meeting of the American Orthopsychiatric Association (New York, New York, 1969).

Descriptors: exceptional child research; occupations; disadvantaged youth; employment opportunities; economically disadvantaged; employment problems; employment experience; employment statistics; ethnic groups; unemployed

To increase knowledge of employment experiences of disadvantaged youth in order to effectively plan programs, job histories of economically deprived youth were studied. The subjects were involved with work training programs in New York City and were interviewed concerning the following areas: number and duration of jobs, time unemployed, occupational level, occupational field, pay, source and location, employee's evaluation of the job, form of termination, job characteristics, types of first jobs, and the effects of ethnicity. In general this group had relatively low paying jobs, long periods of unemployment, a dislike for the type of work done, and numerous job changes. When the job source was a friend or relative the duration was longer, and subjects who began work earlier seemed to work more often in later life. Further and more specific research is suggested to select those differences important enough to modify programs. (JM)

ABSTRACT 21117

EC 02 1117 ED 025 543
Publ. Date Apr 67 22p.
Sussman, Robert B.; Zimberg, Sheldon
Psychiatric Consultation with Public Schools in an Underprivileged Neighborhood.
EDRS mf,hc
Paper Presented at A Meeting of the American Orthopsychiatric Association (Washington, D. C., April 22, 1967).

Descriptors: administrative problems; conflict; consultation programs; counselors; disadvantaged schools; disadvantaged youth; elementary schools; elementary school students; ghettos; group therapy; psychiatrists; student attiudes; exceptional child services; Harlem (New York City)

This paper deals with the experiences of two psychiatric consultants at four public elementary schools in the central Harlem area of New York City. Administrative conflicts resulted in the abandonment of the consultation project at one school. In the remaining three schools the consultants provided help as specifically requested by the school guidance counselors. In one school the consultants supervised the guidance counselor in conducting group therapy sessions with seven 9-year-old children. In the other two the

consultants conducted group discussions with counselors and teachers. The results of the project indicate that psychiatric consultants can help the school staff to cope with inappropriate attitudes and with conflicts among themselves. (LB)

ABSTRACT 21181

EC 02 1181 ED N.A.
Publ. Date Dec 69 10p.
Sanzone, Jean F.
Two Approaches to the Teaching of Auditory Discrimination to Culturally Disadvantaged, Educable Mentally Retarded Children: A Comparative Study.
EDRS not available
Education and Training of the Mentally Retarded; V4 N4 P158-67 Dec 1969

Descriptors: exceptional child research; mentally handicapped; auditory discrimination; disadvantaged youth; educable mentally handicapped; testing; language development; speech therapists

A concentrated series of lessons in auditory discrimination was taught in the classroom to educable mentally retarded, culturally disadvantaged children in Pinellas County, Florida, public schools. Classroom groups were given identical lessons taught by speech correctionists acting as language developmentalists and regularly assigned teachers of exceptional children. No significant differences were found between gains in scores by children taught by the speech correctionists and gains by children taught by the regular classroom teacher. Significant differences were noted, however, between each experimental group and the control group. (Author)

ABSTRACT 21191

EC 02 1191 ED 028 450
Publ. Date Nov 68 72p.
Leshner, Saul S.; Snyderman, George S.
Educational and Vocational Rehabilitation of Disadvantaged Handicapped Youth.
Jewish Employment and Vocational Service, Philadelphia, Pennsylvania
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; adjustment problems; disadvantaged youth; employment opportunities; employment services; handicapped children; low achievers; occupational therapy; potential dropouts; vocational adjustment; vocational counseling; youth employment; vocational rehabilitation

Some 276 handicapped and socially disadvantaged youth aged 16 to 18, who were likely to drop out of high school, received rehabilitation services from the Philadelphia Jewish Employment and Vocational Service (JEVS) and the Board of Education. The services included intense vocational and personal evaluation, work adjustment training, individual and group counseling, remediation, social services, job placement, follow-up, and special instructions in academic subjects. In addition to the services rendered by JEVS, and effort was made to identify the intellectual, personality, and cultural factors inhibiting adjustment to on-going school instructional programs, so that emphasis might be placed on helping the disadvantaged handicapped youth successfully accommodate to, and succeed in, school or job. Some 122 (69.1%) of the 276 youth were rehabilitated and helped to make a better adjustment in school, or get and hold jobs in the competitive labor market. (BP)

ABSTRACT 21198

EC 02 1198 ED 026 292
Publ. Date (66) 93p.
Edelmann, Anne M.
A Pilot Study in Exploring the Use of Mental Health Consultants to Teachers of Socially and Emotionally Maladjusted Pupils in Regular Classes.
Mental Health Association of Southeast Pennsylvania, Philadelphia;
Philadelphia Public Schools, Pennsylvania
Samuel S. Fels Fund, Philadelphia, Pennsylvania
EDRS mf,hc

Descriptors: exceptional child research; behavior change; change agents; changing attitudes; consultation programs; educational experiments; emotionally disturbed; mental health programs; pilot projects; questionnaires; regular class placement; socially maladjusted; teacher education; disadvantaged youth; Pennsylvania; Philadelphia Public School System

A pilot study exploring the use of mental health consultants to teachers of socially and emotionally maladjusted pupils in regular classes was conducted to help teachers cope with these children and facilitate successful learning experiences for them, enable teachers to be more effective with all children, understand effects of curriculum and teaching methods on children, and develop further methods for understanding and teaching both the advantaged and the disadvantaged. Advantaged and disadvantaged schools were selected; one of each was a control school while the other six were experimental schools. Involved were 59 teachers and over 2,000 children. Six mental health consultants, assigned one to each experimental school, met with the same group of teachers weekly and were available for individual conferences. Pre- and postquestionnaires were administered to every teacher and child in the eight schools. Each consultant kept a log of the 15 weekly sessions, consultations, and classroom visits. Results indicated that in the control schools, where there were no consultants, only negative behavioral and attitudinal changes occurred, and that to the extent that consultants and teachers together clearly defined the goals of their meetings, there were positive changes in teacher and student behavior. Included are 26 recommendations and the questionnaires used. (Author/SG)

ABSTRACT 21264

EC 02 1264 ED N.A.
Publ. Date Mar 70 5p.
Kodman, Frank, Jr.
Effects of Preschool Enrichment on Intellectual Performance of Appalachian Children.
Exceptional Children; V36 N7 P603-7 Mar 1970

Descriptors: exceptional child research; disadvantaged youth; enrichment programs; preschool programs; intellectual development; intelligence differences

A 3 1/2 year study of the intellectual performance of preschool Appalachian children subjected to an enriched day care program revealed marked improvement in the children who received enrichment. Significant gains in IQ scores during the 3 year period of enriched day care programing were shown for the 4 and 5 year old learning disadvantaged children. A control group showed an average loss of 6.45 IQ points during the year prior to public school entry. No further decrement or increment was noted during 2 years of public school education for these subjects. The overall results of the study support the use of preschool enrichment programing for disadvantaged children on a longitudinal basis. (Author)

ABSTRACT 21290

EC 02 1290 ED 027 939
Publ. Date 68 115p.
Cawley, John F. and Others
An Appraisal of Head Start Participants and Non-Participants: Expanded Considerations on Learning Disabilities Among Disadvantaged Children.
Connecticut University, Storrs, School of Education
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc
OEO-4177

Descriptors: exceptional child research; academic performance; comparative analysis; compensatory education programs; culturally disadvantaged; individual differences; program evaluation; factor analysis; intervention; kindergarten; longitudinal studies; mental development; program effectiveness; student characteristics; test reliability; preschool programs; Detroit Tests of Learning Aptitude; Head Start; Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test; Stanford Binet

First grade children from two Head Start (HS) groups and one non-Head Start (NHS) group were administered a battery of tests for the purposes of comparing the developmental status of HS and NHS subjects, examining patterns of specific learning disabilities among HS and NHS children, determining the stability coefficients of selected instruments, and analyzing the predictive capabilities and factoral structure of selected evaluative instruments. Group one, the primary Head Start sample, was composed of 54 disadvantaged children who had attended a year-long preschool program and had

been tested during that time. Group two, a secondary Head Start sample, consisted of 77 disadvantaged children who had also attended a year-long program but had not had testing experience. The comparison group consisted of 78 non-Head Start disadvantaged children. Available data indicated that HS and NHS children demonstrated no significant differences in developmental characteristics in kindergarten. The comprehensive testing in the first grade showed the same trend: there were no significant differences between children having participated in HS and not having participated in HS in learning ability. The first grade data also showed that all of the subjects in this study labored under serious learning disabilities. (WD)

ABSTRACT 21492

EC 02 1492 ED 034 370
Publ. Date May 69 64p.
Thomas, Alexander
Retardation in Intellectual Development of Lower-Class Puerto Rican Children in New York City. Final Report.
New York University, New York, Medical Center
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-5-0359-4-11-4

Descriptors: exceptional child research; Puerto Ricans; disadvantaged youth; family influence; academic achievement; parent child relationship; parent role; family environment; testing; behavior patterns; bilingualism; testing problems; evaluation methods; intelligence differences; cultural pluralism; educational needs; reading achievement; parent attitudes; intellectual development

To study the home environment of the Puerto Rican as it relates to the children's academic achievement, 45 working class families were interviewed and these variables were investigated: achievement, classroom behavior inventory in relation to academic achievement, the effect of bilinguality on academic achievement, the influence of examiner testing style on the WISC performance, and the stability and change in IQ of Puerto Rican preschool children as compared to white middle class children. The results indicated that parents were greatly interested in multiple aspects of their children's education, and although these children were generally below the norm in reading ability, the fault seemed to lie not with home environment but with the school. It was found that the behavior inventory of the children with highest reading levels was in the upper half of the scoring range and those with the lowest reading scores were in the lower half. Bilingual children did not appear to have a language development deficiency, but examiner testing style did appear to affect total score. Over a 3-year period, the intellectual level of both Puerto Rican and white middle class children tended to remain fairly stable. (JM)

ABSTRACT 21567

EC 02 1567 ED 022 806
Publ. Date Aug 67 21p.
Wattenberg, William W.
Deviancy and the Disadvantaged.
EDRS mf,hc
Paper Presented at the Conference on the Disadvantaged (University of Wisconsin, Milwaukee, June 8-9, 1967).

Descriptors: behavior patterns; counseling; delinquents; disadvantaged youth; economic disadvantagement; group behavior; group counseling; hostility; lower class; middle class norm; neurologically handicapped; rehabilitation; school environment; social attitudes; social differences; socially deviant behavior; teacher attitudes

This conference paper points out that there are different patterns of social deviancy among the various socioeconomic classes, and remedial treatment must take this class differential into account. For example, practitioners should be aware that there is a greater incidence of brain damage among children from impoverished families, and that lower-class deviancy is more aggressive and blatant than middle-class deviancy. Much of the hostility of disadvantaged youth stems from their subordinate, marginal role in society. Since these youths tend to function best in groups, therapy or counseling might be most effective in a group situation. Moreover, in the remediation process a preconceived notion of how children should act serves a self-fulfilling prophecy and hinders successful treatment. Educators and social practitioners should have a specific understanding of the disadvantaged child and actively realize that poverty contributes heavily to the deviancy which exists among members of the lower class. Reactions to this conference paper are included. (DK)

ABSTRACT 21672

EC 02 1672 ED 021 894
Publ. Date May 66 109p.
Social Maladjustment: Behavior Change and Education, Proceedings of the Annual Invitational Conference on Urban Education (5th, May 3, 1966).
Yeshiva University, New York, New York, Ferkauf Graduate School of Humanities and Social Sciences
New York State Department of Mental Hygiene, Albany
EDRS mf
Yeshiva University, Ferkauf Graduate School, 55 Fifth Avenue, New York, New York 10003 ($2.50).

Descriptors: behavior change; behavior problems; cognitive development; conference reports; disadvantaged youth; economic disadvantagement; social adjustment; urban education; urban environment; delinquency

These proceedings contain four papers and commentaries by scholars on the problems of the socially disadvantaged child in the urban school. The paper discusses cognitive development and psychopathology in the urban environment, an experimental approach to the remediation of the conduct disorders of children, juvenile delinquency in the urban schools, and the effect of poverty on the education of the urban child. The proceedings also contain lists of proceedings of conferences on urban education held at Yeshiva University and reports published by the Ferkauf Graduate School of the University. (LB)

ABSTRACT 21701

EC 02 1701 ED N.A.
Publ. Date 69 8p.
Myers, Albert E.
An Analysis of a Work-Study Program for Inner-City Pupils.
EDRS not available
Journal of Special Education; V3 N1 P37-44 Win-Spr 1969

Descriptors: exceptional child research; disadvantaged youth; work study programs; program evaluation; dropout prevention; school holding power; academic achievement; vocational adjustment; Negroes; inner city

Potential dropouts from low income families, including 176 junior and 484 senior high school students, were enrolled in a work study plan for 1 year. Jobs were generally menial and offered little learning of a trade. Although the participants' school attendance and grade averages did not improve, their dropout rate became lower. Whites were given significantly more favorable job ratings by supervisors than were Negroes; in addition, Negroes were more dissatisfied with their jobs and saw themselves as having more problems than whites. Job ratings of students at one of the two senior high schools participating were higher; these students rated their program director high and reported fewer problems. (LE)

ABSTRACT 21762

EC 02 1762 ED 035 141
Publ. Date 67 51p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchange and Childhood Learning: Ghetto Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
PR-2

Descriptors: exceptional child research; disadvantaged youth; low achievers; ghettos; reinforcement; student improvement; educational methods; peer teaching; verbal development; reinforcers; individual development; program evaluation; teacher role; Negro students; behavior theories; behavior change; case studies (education); grade 1; academic achievement

Program descriptions are introduced by theories of the reasons for the apprent low IQ of many black ghetto children. The theories are the genetic, the stimulus deprivation, the expectation, and the learning-exchange theory. Five experiments with ghetto underachievers are described. The first was designed to use token exchange in a remedial class with good work completion resulting from the

top two-thirds of the class of 33. The second experimental group showed marked improvement in a delayed exchange, after-school program. Social communication and increased verbalization resulted in experiment three with continuous token exchange being utilized with four non-verbal children. Student-peer tutoring in the fourth coupled with immediate exchange produced good improvement, and the entire group showed marked improvement in reading ability and IQ at the end of the full year program (experiment five). A case study and tables of results are included. (JM)

ABSTRACT 21783

EC 02 1783 ED 034 908
Publ. Date Dec 69 85p.
Exceptional Children Conference Papers: Environmental Influences in the Early Education of Migrant and Disadvantaged Students.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; environmental influences; disadvantaged youth; migrant youth; early childhood education; preschool children; learning disabilities; day care services; parent participation; cognitive development; verbal ability; teaching methods; testing problems; bilingual students; Mexican Americans; vocational education; design needs; conference reports

Conference papers on early childhood education cover the following topics: individual variation among preschoolers in a cognitive intervention program in low income families presented by Phyllis Levenstein, programmatic research on disadvantaged youth and an ameliorative intervention program by Merle B. Karnes and others, special education and disadvantaged Mexican Americans by Armando Rodriguez, disadvantaged migrant students and remediation through vocational education by William M. Smith, remediation and practical approaches to learning disabilities of migrant students by Aris Diaz, and environmental criteria for preschool day care facilities by Randolph L. Waligura and M. Thompson. (RJ)

ABSTRACT 21813

EC 02 1813 ED N.A.
Publ. Date Apr 70 8p.
Tarnopol, Lester
Delinquency and Minimal Brain Dysfunction.
EDRS not available
Journal of Learning Disabilities; V3 N4 P200-7 Apr 1970

Descriptors: exceptional child research; delinquency; minimally brain injured; learning disabilities; intelligence quotient; culturally disadvantaged; minority groups

To determine if delinquent school dropouts from minority group ghettos contained a higher percentage of brain dysfunction than the total population, 102 male subjects were studied. Full results have not yet been analyzed, but preliminary indications are that 39% had significant difference between verbal and performance IQ scores; 58% were reading below the sixth grade level; the mean grade of dropout was 10.5; 64% were below sixth grade level on understanding directions; and most of their visual motor problems were related to visual motor integration and motor coordination. Early indications seem to support the conclusion that the minority group has a significant degree of minimal brain damage related to learning disabilities. (JM)

ABSTRACT 21878

EC 02 1878 ED N.A.
Publ. Date Apr 70 13p.
Scheinfeld, Daniel R. and Others
Parents' Values, Family Networks, and Family Development: Working with Disadvantaged Families.
EDRS not available
American Journal of Orthopsychiatry; V40 N3 P413-25 Apr 1970

Descriptors: exceptional child research; disadvantaged youth; family role; family influence; preschool children; family counseling

The paper reports and evaluates a strategy for working with disadvantaged families whose preschool children are showing signs of slow development. Parents are first interviewed concerning their child-rearing values. A series of concrete activities commensurate with the parents' own value system are then introduced into family life. Through this process new kinds of exchanges develop within the family and parents' ideas concerning child-rearing become more developmental. Parents are then enlisted to help develop other families within their social network. The open-ended interview schedule is included in the paper. (Author)

ABSTRACT 22001

EC 02 2001 ED 036 014
Publ. Date 69 373p.
Roucek, Joseph S., Ed.
The Slow Learner.
EDRS not available
Philosophical Library, Inc., 15 East 40th Street, New York, New York 10016 ($10.00).

Descriptors: exceptional child education; slow learners; teaching methods; learning difficulties; programed instruction; English; social studies; sciences; mathematics; counseling; spelling; retarded readers; preschool programs; dropouts; underachievement; gifted; disadvantaged youth; Negroes; motivation; social influences; minority groups; economic disadvantagement

Papers on the slow learner treat physical defects and learning abilities, social and economic background as an obstacle to learning, the causes of dropouts and lapses in study; and the limitations and potential of the ungifted. The contribution interest in the slow learner has made to education is discussed; also discussed are problems of the socially unmotivated, the slow gifted, the racially deprived, and the black. Further papers consider the slow learner and school counseling, Head Start and other preschool enrichment programs, English, social studies, science teaching, mathematics, programed instruction, reading, and spelling. A selected bibliography of books and periodical articles is provided on each of the above areas. (JD)

ABSTRACT 22065

EC 02 2065 ED 034 812
Publ. Date Oct 66 110p.
An Evaluation of the Foster Grandparent Program.
Greenleigh Associates, Inc., New York, New York
Office of Economic Opportunity, Washington, D. C.
EDRS mf,hc

Descriptors: disadvantaged youth; administrative organization; child welfare; community relations; emotional adjustment; employment opportunities; foster family; handicapped children; institutional environment; older adults; parent role; poverty programs; social influences; program evaluations; Foster Grandparent Program

Reported is an evaluation of an innovative program funded by the Federal Government to simultaneously provide grandparents for dependent, neglected, and emotionally disturbed children institutionalized in hospitals, various child welfare agencies, and institutions for the retarded, and employment for the aged. In overall impact, the program demonstrated its viability as an effective instrument in reducing poverty among the poor by raising them above poverty income level, providing a new and needed role for the aged, and gaining acceptance as a feasible part of the total programs of the varied types of institutions. The principal recommendation is that of the need to expand the program on a large scale to provide employment for older people. Other findings comprehensively cover organizational structure; orientation of local projects; functions of local agencies; recruitment, screening, selection, training, and supervision of foster grandparents; referral of applicants; cost and time factors; pay scales; personnel policies; community relationships; new roles for the aged; and the need for long term evaluation studies. (RJ)

ABSTRACT 22068

EC 02 2068 ED 034 805
Publ. Date 67 9p.
Feshback, Seymour and Others
Empirical Evaluation of a Program for the Remediation of Learning Disabilities in Culturally Disadvantaged Youth: Some Issues and Data.
California University, Los Angeles, Department of Psychology
California State Office of Compensatory Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; academic achievement; disadvantaged youth; educational testing; elementary school students; individual instruction;

junior high school students; learning disabilities; middle class; motivation; program evaluation; Fernald School; University of California

The University of California, Los Angeles, Fernald School project was designed to evaluate the impact of an intensive, individualized remedial program upon the learning skills of disadvantaged children. In addition to the focus on learning skills, aspiration levels and self-attitudes, a second objective was to compare learning problems of disadvantaged and middle-class students. The subjects were elementary and junior high students, who were placed in both summer school and full-year programs. The full-year program group at junior high level showed the most improvement. These initial findings indicated that disadvantaged children with learning problems were responsive to individualized instruction programs. Data also showed that misbehavior, poor attendance and unsustained effort are reflective of avoidance motivation rather than a lack of interest in and concern about academic achievement. (KG)

ABSTRACT 22078

EC 02 2078 ED 034 238
Publ. Date Aug 69 115p.
Feshback, Seymour and Others
A Training, Demonstration, and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.
California University, Los Angeles, Department of Psychology
California State Department of Education, Sacramento, Office of Compensatory Education
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; culturally disadvantaged; disadvantaged youth; elementary school students; individualized programs; inservice teacher education; instructional materials; junior high chool students; learning disabilities; program descriptions; remedial instruction; program evaluation

The stated goal of the project was to accomplish two broad objectives: to give educators an opportunity to observe and work with culturally disadvantaged children with learning disabilities, and to evaluate the impact of an individualized remedial program for these children. The report describes and discusses project-related activities and the implications which may be derived from these experiences and empirical findings, and constitutes a final statement on the first phase of the project. The first part presents the demonstration and training facets, which focuses on efforts to provide individualized instruction in special classroom settings and describes the next phase of the project which will incorporate demonstration, training, and research activities directly in the general public school classrooms. Also included are appendixes on creative writing, the student as teacher, videotape recorders, and other programs utilizing closed circuit television. (Author/KJ)

ABSTRACT 22080

EC 02 2080 ED N.A.
Publ. Date Feb 70 16p.
Smith, Benjamin F.
A Further Look at Manifest Anxiety of Urban Junior High School Students.
EDRS not available
Journal of Secondary Education; V45 N2 P66-81 Feb 1970

Descriptors: exceptional child research; disadvantaged youth; junior high school students; urban schools; environmental influences; grade 8; anxiety; sex differences; racial differences; socioeconomic status; socioeconomic influences; Negroes; Caucasians; psychological characteristics; California Personality Inventory

Designed to study the influence of environment upon the psychological characteristics of junior high school students, this study administered The California Personality Inventory and a socioeconomic questionnaire to eighth grade students. Results of analysis of data indicate that cultural experiences differentially influence personality characteristics. Additional findings were: the Negro child is lacking in social skills and confidence, is handicapped by internal conflict and pressures, is unhappy, and experiences excessive difficulty in controlling his social relationships. Both white and Negro low class groups of boys appeared impulsive, immature, and academically sluggish. Additional findings on characteristics of race, socio-economic status, and sex are included. (MS)

ABSTRACT 22081

EC 02 2081 ED N.A.
Publ. Date Feb 70 13p.
Glasman, Naftaly S.
Teachers' Low Expectation Levels of Their Culturally Different Students: A View from Administration.
EDRS not available
Journal of Secondary Education; V45 N2 P82-94 Feb 1970

Descriptors: exceptional child research; disadvantaged youth; expectation; research needs; inservice teacher education; teachers; interviews; minority groups; Mexican Americans; Negroes; educational problems; teacher attitudes; teacher orientation

In order to determine and examine views of teachers about solutions having a high potential for success in overcoming problems resulting from teachers low expectation levels of culturally different students, 36 teachers working primarily with Mexican American or Negro students from elementary through secondary levels were interviewed. Teachers' views are presented on aspects such as: sources of educational deprivation, process of formulation of expectation level, problems resulting directly from expectation levels, and suggestions for avoiding or solving these problems. Recommendations for action which might help overcome some of the problems include suggestions for further investigations and for inservice training. (MS)

ABSTRACT 22096

EC 02 2096 ED 034 237
Publ. Date Aug 69 174p.
Feshbach, Seymour and Others
A Training, Demonstration and Research Program for the Remediation of Learning Disorders in Culturally Disadvantaged Youth. (In 2 parts.) Final Report.
California University, Los Angeles, Department of Psychology
California State Department of Education, Sacramento, Office of Compensatory Education
EDRS mf,hc

Descriptors: exceptional child research; academically handicapped; achievement; achievement gains; behavior; cognitive processes; cultural disadvantagement; elementary school students; junior high school students; learning disabilities; motivation; remedial programs

This project focuses on the empirical findings regarding achievement, cognitive, motivational, and behavioral similarities and differences between the culturally disadvantaged and the more advantaged with learning disabilities, before and after remediation, as well as the changes which accrued from the remedial programs; and discussion of the implications of these findings for some of the basic issues relevant to educating the disadvantaged and the educationally handicapped. The major findings may be summarized as indicating that, under appropriate conditions, the disadvantaged students learned and performed as effectively as their advantaged counterparts with learning disabilities, and manifested similar basic attitudes concerning the value of education. Taken as a whole, the study is seen as providing evidence in support of the favorable consequences of integration for disadvantaged youngsters and of comprehensive education programs, as contrasted with piecemeal efforts. (Author/KJ)

ABSTRACT 22111

EC 02 2111 ED 023 451
Publ. Date (67) 95p.
A Study of Visual Perceptions in Early Childhood.
Western New Mexico University, Silver City
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; culturally disadvantaged; American Indians; conservation (concept); visual perception; cultural factors; ethnic groups; Mexican Americans; perception tests perceptual development; preschool programs; rural youth; sensory training; visually handicapped; Frostig Visual Perceptions Test; Project Head Start

Over a period of three years a group of 510 rural children participated in a study

of visual perceptions, including eye motor coordination, discernment of figures in a ground pattern, form constancy, position in space, and spatial relations, as measured by the Frostig Visual Perceptions Test. Visual perceptions of children of other cultures were compared to those of children of the dominant Anglo-Saxon culture. The relationship of visual perceptions to cultural deprivation was also studied. The development of children's visual perceptions over a period of 18 to 25 months and the effectiveness of various types of programs in improving a child's visual perceptions were investigated. Results of testing showed that all rural children scored low in form constancy. Culturally deprived children scored lower in all perceptions, but visual perception handicaps were sometimes as great as eight times that of control group children. The value of the Frostig developmental training program was demonstrated. Pupil progress was retained for at least one academic year. The study concludes that visual perception handicaps result from cultural deprivation rather than from participation in a nondominant culture. Implications are that rural children would benefit from form constancy training during their first year at school. (MS)

ABSTRACT 22131

EC 02 2131 ED N.A.
Publ. Date Jun 70 7p.
Grothberg, Edith H.
Neurological Aspects of Learning Disabilities: A Case for the Disadvantaged.
EDRS not available
Journal of Learning Disabilities; V3 N6 P321-7 Jun 1970

Descriptors: exceptional child education; learning disabilities; neurological defects; socioeconomic influences; nutrition; classification; disadvantaged youth

While we tend to agree that learning disabilities include neurological factors, we do not understand the relationships of these symptoms to different socio-economic groups, nor to various nutrition components. The result is a neglect of low-income children who demonstrate the symptoms of learning disabilities but have symptoms confounding the diagnosis. Similar materials, however, produce desired results both for advantaged and disadvantaged children regardless of the source of the learning disability. (Author)

ABSTRACT 22235

EC 02 2235 ED N.A.
Publ. Date 69 7p.
Husaini, Baqar A.
An Evaluation of Nursery School Experiences in a Project for Emotionally Disturbed Children.
EDRS not available
Journal of Experimental Education; V38 N2 P59-65 Win 1969

Descriptors: exceptional child research; culturally disadvantaged; preschool children; nursery schools; preschool education; preschool curriculum; intellectual development; mental development; program evaluation; California Test of Mental Maturity

The effectiveness of nursery school experiences for culturally deprived preschool siblings of emotionally disturbed children in a special program were studied in a two-year project. Three experimental groups (with varying amounts of nursery experience) and two control groups were tested with the California Test of Mental Maturity. Results showed that the mid project experimental group (four months of nursery experience) were significantly (beyond .05 level) superior in language IQ, nonlanguage IQ, and total IQ than the preproject and post project control groups. Significant gains (beyond .05 level) occurred in two test factors: logical reasoning and verbal concepts. The post project experimental group (nine months of nursery experience) scored significantly (beyond .05 level) better in all three IQ measures and all four test factors (logical reasoning, numerical reasoning, verbal concepts, and memory) than the preproject control group. The post project experimental group gained significantly (beyond .05 level) in language IQ and total IQ and test factors of numerical reasoning, memory, and verbal concepts compared to the post project control group. No significant differences were found between midproject experimental and post project experimental groups. Implications point to nursery school programs for culturally deprived children, varying according to individual children's needs and centering on factors developing verbal and nonverbal skills. (MS)

ABSTRACT 22335

EC 02 2335 ED N.A.
Publ. Date Apr 70 3p.
Clary, Doris H.
Music and Dance for the Disadvantaged.
EDRS not available
Education Digest; V35 N8 P50-2 Apr 1970

Descriptors: exceptional child education; disadvantaged youth; primary grades; music activities; music techniques; dance; educational strategies

The suggestion is made that the disadvantaged student requires a great deal more stimulation in the learning process than the normal student. The discussion concerns a teacher's successful experience in teaching general subjects through the media of music and dance, and includes some of her techniques with various subject matter. (JM)

ABSTRACT 22343

EC 02 2343 ED N.A.
Publ. Date Jan 70 5p.
Johnson, Kenneth R.
The Culturally Disadvantaged--Slow Learners or Different Learners?
EDRS not available
Journal of Secondary Education; V45 N1 P43-7 Jan 1970

Descriptors: exceptional child education; disadvantaged youth; educational needs; educational problems; definitions

The terms cultural and disadvantaged are defined, producing a definition of culturally disadvantaged as having a way of life which is a disadvantage when functioning in the dominant culture. Education for the disadvantaged is explored with attention to student needs and the necessity of curriculum change. (RJ)

ABSTRACT 22369

EC 02 2369 ED N.A.
Publ. Date Aug 67 12p.
Raph, Jane Beasley
Language and Speech Deficits in Culturally Disadvantaged Children: Implications for the Speech Clinician.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N3 P203-14 Aug 1967

Descriptors: exceptional child education; disadvantaged youth; language development; language patterns; speech therapy; preschool learning; speech habits; language programs; teaching methods

The nature of language and speech deficits in culturally disadvantaged children is considered and the following are discussed: the importance of early years for learning, the role of the speech clinician, and new approaches to the development of language. (JD)

ABSTRACT 22382

EC 02 2382 ED N.A.
Publ. Date Jun 70 3p.
Lippman, Leopold
Deviancy: A Different Look.
EDRS not available
Mental Retardation; V8 N3 P6-8 Jun 1970

Descriptors: exceptional child education; mentally handicapped; culturally disadvantaged; racial attitudes; Negro education; minority groups; educational needs

It is described that early in the 1960's, national concern for the mentally retarded was high, while more recently the blacks and the Spanish-speaking have commanded public attention. The author here suggests there are basic similarities among these minorities, and that their problems are in some degree the result of society's attitudes and actions toward them, rather than any quality inherent in these individuals. (Author)

ABSTRACT 22436

EC 02 2436 ED 034 006
Publ. Date Dec 68 65p.
Ducker, Sam
Speech Therapy for Disadvantaged Pupils in Non-Public Schools. Evaluation of ESEA Title I Projects in New York City, 1967-68.
Center for Urban Education, New York, New York, Educational Research Comittee
New York City Board of Education, Brooklyn, New York
EDRS mf,hc

Descriptors: exceptional child education; educationally disadvantaged; inservice teacher education; parent participation; parochial schools; private schools; speech evaluation; speech handicapped;

speech improvement; speech therapy; program evaluation; Elementary and Secondary Education Act Title I; New York City

The New York City school district educational project was designed to provide speech therapy for educationally disadvantaged pupils with severely defective speech who were in attendance in nonpublic schools. The speech therapy was provided by 42 teachers for 7,385 children. Participants met for one-half hour in small therapy groups. The project ran from September 1967 to June 1968, with speech instruction beginning in October. The inservice training of the corrective speech teachers was useful and effective. Non-public school teachers, administrators, and parents were satisfactorily informed of and involved in the project. Those pupils whose records were examined in detail did show improvement in speech patterns, although the physical space in which the therapy was carried on was often inadequate and inappropriate. For a report on the 1966-67 project, see ED 026 756. (EM)

ABSTRACT 22521

EC 02 2521 ED 038 791
Publ. Date 69 108p.
Allen, Richard C.
Legal Rights of the Disabled and Disadvantaged.
National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: disadvantaged groups; handicapped; civil liberties; civil rights; laws; legislation; legal problems; mentally handicapped; mental illness; alcoholism; drug addiction; physically handicapped; minority groups; older adults; economically disadvantaged; socially disadvantaged; prisoners; services; rehabilitation

The movement of the disabled and disadvantaged from charity to rights is described, and laws defining and applying to these individuals are reviewed. Specific attention is given to the socially and economically disadvantaged, including minority ethnic groups, the offender, and the poor, and to the mentally and physically disabled, including the mentally retarded, the mentally ill, alcoholics and drug addicts, the physically handicapped, and the aged. Legal rights of all the disabled and disadvantaged are surveyed and general principles, specific needs, and suggestions for implementation are presented. (JD)

ABSTRACT 22592

EC 02 2592 ED N.A.
Publ. Date 68 5p.
Larson, Charlotte E.
Educational Procedures for the Perceptually Handicapped.
EDRS not available
Journal of the Association for the Study of Perception; V3 N2 P2-6 Fall 1968

Paper Presented at the Fall Conference of the Association for the Study of Perception (Illinois Beach State Park, October 25-26, 1968).

Descriptors: exceptional child education; perceptually handicapped; disadvantaged youth; learning disabilities; minimally brain injured; teaching methods; emotionally disturbed

Characteristics of three types of perceptually handicapped students are discussed: disadvantaged youth, learning disabilities or minimally brain injured, and emotionally disturbed. The educational program for the disadvantaged is described including testing and teaching programs. Teaching methods for the learning disability children are discussed including self contained classrooms, the itinerant or tutorial program, and the resource room. The program for the emotionally disturbed is noted. (MS)

ABSTRACT 22603

EC 02 2603 ED N.A.
Publ. Date Mar 70 235p.
Carter, Thomas P.
Mexican Americans in School: A History of Educational Neglect.
EDRS not available
College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027 ($4.00).

Descriptors: exceptional child education; disadvantaged youth; Mexican Americans; cultural differences; school role; school community relationship; minority groups; community attitudes; sterotypes; discriminatory attitudes (social); cultural factors; culturally disadvantaged

The role of the school in Mexican American life is analyzed, based on extensive interviews with educators and visits to schools and special projects in the Southwest. Data are presented to document the low academic achievement and poor participation in schools of Mexican Americans. Three interrelated variables which influence their measure of success in school are examined at length. The effects of the Mexican American subculture are detailed, including the stereotype of the subculture held by many educators. Secondly, discriminatory school practices, policies of cultural exclusion, rigid or irrelevant curricula, and perpetuation of teachers' biases are shown to affect student performance. Also discussed is the influence of the Mexican American community social system on perceptions of the school and education. Suggested special school programs for Mexican American children include remedial and corrective programs; improved equipment, facilities, staff, and work-study programs; and programs to effect change in the areas of inservice teacher education, de facto segregation, the role of the school in the community, and the use of bilingual schools. A bibliography is included. (KW)

ABSTRACT 22627

EC 02 2627 ED N.A.
Publ Date Mar 70 5p.
Arnold, Richard D.; Wist, Anne H.
Auditory Discrimination Abilities of Disadvantaged Anglo- and Mexican-American Children.
EDRS not available
Elementary School Journal; V70 N6 P295-9 Mar 1970

Descriptors: exceptional child research; auditory discrimination; auditory tests; Mexican Americans; phonemics; disadvantaged youth; Anglo Americans

To study differences in auditory discrimination between Anglo-American and Mexican-American children a test of phonemic discriminations was devised and pilot tested. Ninety disadvantaged Anglo-American children and 93 disadvantaged Mexican-American children in three age groups (6-6 to 7-5, 7-6 to 8-5, 8-6 to 9-5) were individually tested using a tape recorder. Forty work pairs in three scales were used--the Mexican-American Scale, the Anglo-American Scale, and the Control Scale. Results showed all forty items had positive coefficients of correlation. Reliability coefficients were: .81 for both the Mexican-American Scale and the Anglo-American Scale and .31 for the Control Scale. On the Mexican-American Scale the mean error scores for Anglo-Americans were significantly lower (p less than .01) than the scores for the Mexican-Americans. On the Anglo-American Scale, mean scores for the Anglo-Americans were also lower (statistically significant at p less than .01 for the older two groups). Limitations of the study were cited as cross validation, limited size of sample, and lack of replication. It was noted that Mexican-American disadvantaged children need practice in auditory discrimination and in reproducing unfamiliar sounds. (MS)

ABSTRACT 22691

EC 02 2691 ED N.A.
Publ. Date May 70 6p.
Garber, Michael and Others
The Ghetto as a Source of Foster Homes.
EDRS not available
Child Welfare; V49 N5 P246-51 May 1970

Descriptors: exceptional child services; disadvantaged youth; foster children; minority groups; foster homes; child welfare; ghettos; Puerto Ricans; child care

A child care agency instituted a program to recruit foster homes in a ghetto area (primarily Puerto Rican) for minority group exceptional children. The screening process for applicants was conducted by an interdisciplinary team (two of the three persons were Latin American) and consisted of several steps: office interview with the wife, conference among the team members, home visit with the family, and another screening conference with the psychiatric consultant. Training groups of four couples each, then met periodically with the group worker (psychologist). A child was matched with each family. Of the 93 applicants the first year, 20 families were finally accepted for placement, and 10 were awaiting training. During the first year, no crisis or family request caused a child to be

removed from a foster home; no emergency service was required; children reacted positively (modification of behavior and ego-integrating adaptation were observed). (KW)

ABSTRACT 22789

EC 02 2789 ED 022 833
Publ. Date Aug 67 124p.
Report on the Study of the Feasibility of Developing a Model Demonstration School for Educationally Disadvantaged Youth, Volume I.
Montgomery County Public Schools, Rockville, Maryland
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc
OEG-2-000476-0267
BR-476

Descriptors: exceptional child education; educational needs; handicapped children; statistical surveys; program planning; validity; check lists; identification; intervention; community agencies (public); emotionally disturbed; professional education; paraprofessional personnel; educational coordination; vocational education; special services; parent counseling; student transportation; dropout research; pregnancy; Elementary and Secondary Education Act Title III; Montgomery County (Maryland)

To determine the need of educationally disadvantaged children for a model demonstration school, state and local reports were reviewed along with testimony before the Governor's Commission on the educational needs of handicapped children. In addition, inventories were taken of the incidence and nature of the needs of children in public shcool and of handicapped children not in public school. Community agencies were surveyed and their recommendations analyzed. Findings synethesized from the above studies yielded recommendations concerning early diagnosis and intervention, emotionally handicapped adolescents, staff development, coordination, vocational training, allocation of services, parent counseling, transportation for special programs, school withdrawal, adolescent mothers, and validation of the inventory of student needs. Project implementation is also described. (JD)

ABSTRACT 22792

EC 02 2792 ED 010 118
Publ. Date 66 139p.
Green, Robert L. and Others
The Educational Status of Children During the First School Year, Following Four Years of Little or No Schooling.
Michigan State University, College of Education, East Lansing
EDRS mf,hc
CRP-2498
BR-5-0329

Descriptors: educational disadvantagement; educationally disadvantaged; educational status comparison; Negro students; achievement gains; school closing; disadvantaged youth; educational attitudes; occupational attitudes; intellectual development; occupational choice; aspiration; self concept; academic achievement; age differences; Prince Edward County (Virginia)

Following a 4-year closure period, standard cognitive and noncognitive measures were obtained on a significantly large group of Negro children before and after an 18-month period of resumed formal schooling in Prince Edward County, Virginia. Samples of students completing some formal education during the closure period and others having no education during this period were used to determine the variable impact of resumed formal schooling on their intellectual development, achievement levels, aspirations, self-concept, and attitudes toward school. Although data analysis showed general improvement in measured intelligence among the subjects after formal schooling was resumed, only those children who were totally deprived of formal education during the period of school closure exhibited significant gains; also totally deprived students made the greatest positive change in educational and occupational aspirations. Younger age groups were closer to national achievement norms than their older counterparts after schooling resumed. It was thus suggested that educational deficiencies among disadvantaged groups can possibly be reversed if sufficient resources, curriculum innovations, and competent teaching are obtained and administered properly. (JH)

ABSTRACT 22798

EC 02 2798 ED N.A.
Publ. Date Apr 70 9p.
Bruininks, Robert H. and Others
Psycholinguistic Abilities of Good and Poor Reading Disadvantaged First-Graders.
EDRS not available
Elementary School Journal; V70 N7 P378-86 Apr 1970

Descriptors: exceptional child research; disadvantaged youth; grade 1; psycholinguistics; reading ability; initial teaching alphabet; reading instruction

A group of 10 good readers and 10 poor readers taught to read by traditional orthography and 11 good readers and 11 poor readers taught to read by the initial teaching alphabet were given the Illinois Test of Psycholinguistic Abilities toward the end of first grade. Subtest scores of the good and poor readers in each reading approach group were compared statistically. In the group who learned to read in the initial teaching alphabet poor readers were significantly inferior to good readers on auditory decoding, auditory-vocal association, auditory-vocal automatic, and auditory-vocal sequencing subtests (all p less than .05). In the group who learned to read by traditional orthography poor readers were significantly inferior to good readers on auditory-vocal association and visual motor association subtests (both p less than .05). Total language performance of poor readers was significantly inferior to that of good readers for both reading approaches. Findings suggest that auditory perception and language training should be incorporated into the reading readiness program of disadvantaged first graders with auditory deficits. (MS)

ABSTRACT 23002

EC 02 3002 ED N.A.
Publ. Date Aug 70 23p.
Staats, Arthur W. and Others
A Token-Reinforcement Remedial Reading Program Administered by Black Therapy-Technicians to Problem Black Children.
EDRS not available
Behavior Therapy; V1 N3 P331-353 Aug 1970

Descriptors: exceptional child research; disadvantaged youth; remedial reading programs; reinforcement; paraprofessional school personnel; behavior change; teaching methods; motivation techniques

Thirty-two black ghetto children, considered problem learners, were studied in a four-to-five month experimental remedial program supervised by black subprofessional therapy-technicians under the direction of a behaviorally trained teacher. Reading materials in a stimulus-response presentation procedure were combined with a token reinforcement system of motivation. Detailed records were kept of each child's responses, the reinforcers received, and the words learned and retained, and test data was also used to evaluate results. Results showed that the procedures and reinforcement system used were effective in producing better attention and work behavior in the students and in the utilization and upgrading of unemployed black adults, although longer, more extensive programs are suggested to remediate long standing cases of educational failure, and to contribute to the solving of social as well as learning problems. (KW)

ABSTRACT 23005

EC 02 3005 ED N.A.
Publ. Date 67 164p.
Cheyney, Arnold B.
Teaching Culturally Disadvantaged in the Elementary School.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; disadvantaged youth; culturally disadvantaged; elementary school students; teaching methods; language patterns; language instruction; reading instruction; teacher characteristics; speech instruction

A book on educating the culturally disadvantaged is aimed at helping elementary school teachers become aware of the underlying positives of the disadvantaged child which can be used as a foundation for instructional method. Theory and practice, emphasizing language development, are presented. Many illustrative examples are given. Potentialities and problems facing children and teachers in

culturally disadvantaged areas are discussed in terms of definitions, descriptions, attitudes, and behavior. A language development approach is discussed in terms of language development (dialects and language differences), receptive skills (reading, children's literature, and listening), and expressive skills (speaking and writing). An appendix is composed of teachers' quotations on various aspects of teaching the culturally disadvantaged. (KW)

ABSTRACT 23049

EC 02 3049 ED N.A.
Publ. Date Aug 70 4p.
Bensen, J. F. and Others
Prevention, Not Remediation of Infant Learning Deficits.
EDRS not available
Journal of Learning Disabilities; V3 N8 P396-9 Aug 1970

Descriptors: exceptional child education; learning disabilities; infants; culturally disadvantaged; preschool learning; prevention; parent education

Studies related to the fact that many culturally deprived children enter school with learning deficiencies are discussed. Suggested is a way to prevent learning disabilities through a program in the schools designed to train the parent-to-be how to teach his children from infancy. A condensed syllabus is included. (Author)

ABSTRACT 23153

EC 02 3153 ED N.A.
Publ. Date 70 9p.
Willerman, Lee and Others
Infant Development, Preschool IQ, and Social Class.
EDRS not available
Child Development; V41 N1 P69-77 Mar 1970
Paper Presented at the Biennial Meeting of the Society for Research in Child Development (Santa Monica, California, March 25-9, 1969).

Descriptors: exceptional child research; disadvantaged youth; mentally handicapped; socioeconomic status; mental development; environmental influences; intelligence quotient; socioeconomic influences; infants; early childhood

To compare infant developmental status to later IQ in children of different socioeconomic status (SES), 3037 white children were administered the Collaborative Research Form of the Bayley Scales of Mental and Motor Development at the age of eight months, and the abbreviated version of the Stanford-Binet Intelligence Scale, Form L-M, at four years. A socioeconomic index was devised to assess the SES of the subjects. In infants advanced at eight months, the number of IQs less than 80 at age four was unrelated to SES, but among infants retarded at eight months, SES was related to later low IQ. Retarded infants were seven times more likely to have IQ less than 80 at age four if they had low SES than if they had high SES. It appeared that retarded low SES infants are more vulnerable to adverse environmental influences, while advanced infant development can lessen the occurrence of low IQ among low SES individuals. Among high SES groups, it appears that the infant test is a poorer predictor of later IQ. (KW)

ABSTRACT 23163

EC 02 3163 ED 039 382
Publ. Date Apr 70 40p.
Stimulating the Environment for Disadvantaged and Minority Group Children. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; minority group children; educational improvement; enrichment; talent development; self concept; Negro youth; urban education; conference reports; educational methods

Included in the report of the convention of the Council for Exceptional Children, 1970, are speeches on the disadvantaged and minority groups. Discussed are the positive influence on self concept of the new black image by Octavia B. Knight, the special needs of black students by Winifred Tillery, and new programs for talent retrieval in urban centers by E. Jean Thom. Additional papers concern new ways to retrieve talent by JoAhn Brown and the rise and fall of the Lincoln School by Marvin J. Gold..(JM)

ABSTRACT 23240

EC 02 3240 ED 010 289
Publ. Date 65 237p.
Blatt, Burton; Garfunkel, Frank
A Field Demonstration of the Effects of Non-Automated Responsive Environments on the Intellectual and Social Competence of Educable Mentally Retarded Children.
Boston University, Massachusetts, School of Education
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-D-014
BR-5-0363

Descriptors: exceptional child research; mentally handicapped; preschool children; environmental influences; disadvantaged youth; educable mentally handicapped; preschool education; demonstration projects; academic abilities; social development; reinforcement; socioeconomic status; cognitive development; cognitive processes; academic achievement; program evaluation

A preschool program with children of low socioeconomic status was conducted to enhance their educability. The 74 subjects were randomly assigned to one control and two experimental groups. Provisions were made for an optimal nursery school environment by helping children to function socially in a group, participate in experiences designed to arouse curiosity, and train for acquisition of academic skills. Instruments employed over the 3-year program evaluated cognitive abilities including aptitide, achievement, and language; the noncognitive, including personality and social development; and environmental factors, including home and family. The groups were no different at the conclusion of the study than they were at the beginning. Also, no evidence was obtained to support the theory that intelligence scores can be improved. It was suggested that additional effort should be given to the nature-nuture interaction, the time to begin interventions, and possible intervention models. (JK)

ABSTRACT 23245

EC 02 3245 ED 010 848
Publ. Date Aug 66 54p.
Daniel, Artie A.; Giles, Douglas E.
A Comparison of the Oral Language Development of Head Start Pupils with Non-Head Start Pupils.
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
BR-6-8293

Descriptors: exceptional child research; preschool children; disadvantaged youth; national programs; preschool programs; vocabulary; speech education; language enrichment; language learning levels; verbal ability; learning experience; language development; oral communication; intelligence differences; student evaluation; Head Start

The oral language development of 52 disadvantaged 1st grade children who had participated in a Project Head Start summer program was compared with that of 52 children who had not. To determine whether participating in programs designed to broaden experiences resulted in superior language development, a measurement of various aspects of oral language was developed and administered. Findings were that Project Head Start participants, both boys and girls, displayed greater oral language development than non-Head Start participants, and that Project Head Start activities were more effective in encouraging the oral language development of low than of high intelligence pupils. Recommendations were made for types of materials and activities to be included in Head Start curricula and for future research in this area. (GD)

ABSTRACT 23246

EC 02 3246 ED 011 065
Publ. Date Aug 66 45p.
Malpass, Leslie F. and Others
Programed Reading Instruction for Culturally Deprived Slow Learners.
MacDonald Training Center Foundation, Tampa, Florida
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-2-7-068438-0069
BR-6-8438

Descriptors: exceptional child research; reading; disadvantaged youth; slow learners; programed instruction; programed materials; basic reading; teaching

machines; workbooks; primary education; programed texts; culturally disadvantaged; reading instruction; beginning reading; vocabulary development; reading research; student evaluation

The effectiveness of programed instructional materials for teaching basic reading skills to slow learning, culturally deprived children (aged 6 to 9) was evaluated. The same materials had been previously evaluated with educable mentally retarded subjects (aged 10 to 16). To determine what modifications would be needed for use with younger students, 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine, and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with those of every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The conclusion was that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

ABSTRACT 23254

EC 02 3254 ED 001 634
Publ. Date Jan 65 43p.
A Training Institute for Differentiation and Remediation of the Learning Problems of Culturally Impoverished Children.
Bank Street College of Education, New York, New York;
President's Committee on Juvenile Delinquency, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; professional education; cognitive processes; culturally disadvantaged; psychoeducational processes; inservice teacher education; elementary grades; supervisors; teachers; counselors; teacher responses; changing attitudes; classroom communication; student teacher relationship; learning difficulties; Bank Street College of Education (New York)

The current Institute program evolved from a translation of fundamental concepts of the teaching-learning process developed by Bank Street College. The psycho-educational method was based upon the premises that intellectual functioning is limited by particular patterns of emotional response and that these cognitive factors interact to support or handicap healthy growth. A year-long training program for school personnel was initiated in disadvantaged areas of four large cities where action programs, supported by the President's Committee on Juvenile Delinquency and Youth Development, were located. The training program plan involved an intensive 4 weeks session of training-in-residence for 40 elementary school teachers, guidance counselors, and supervisors from Boston, Cleveland, New York, and Washington, D.C. This intensive period was supplemented and reinforced throughout the year with planned group interaction sessions, visits, and consultations in each city by Institute staff, and with a final two-day conference at Bank Street College designed to stimulate participants to new and redirected involvement. The entire focus of the Institute was on enabling trainees to better analyze aspects of their own schools or classrooms. Reported gains were made in the greater psychological knowledge of causes of learning failure, the exactness of appropriate method, and the meaning of true communication between pupils and the teacher. (UK)

ABSTRACT 23303

EC 02 3303 ED N.A.
Publ. Date Feb 69 3p.
Wirtz, Morvin A.
Increased Concern for Disadvantaged Children and Youth: Implications for the Education of the Mentally Retarded.
EDRS not available
Education and Training of the Mentally Retarded; V1 N1 P8-10 Feb 1969

Descriptors: exceptional child education; mentally handicapped; disadvantaged youth; educationally disadvantaged; economic factors; educational needs

The relationship of low income to educational disadvantagement and mental handicaps is discussed, emphasizing the need for creative planning by educators and others. A suggested list of areas for action to meet the needs of the large number of mentally handicapped children from disadvantaged environments is given. (KW)

ABSTRACT 23407

EC 02 3407 ED N.A.
Publ. Date Feb 66 7p.
Blatt, Burton; Garfunkel, Frank
Dissonant Notions Concerning Disordered Children and Their Educability.
EDRS not available
Education and Training of the Mentally Retarded; V1 N1 P11-7 Feb 1966

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; learning disabilities; culturally disadvantaged; clinical diagnosis; teaching methods; behavior theories; educational theories; curriculum development; educational needs

The authors present several more or less unorthodox viewpoints concerning disordered children and their educability. They believe it might add clarity and perspective to extraordinarily complex problems if children with serious learning or behavior disorders are viewed as sick. Included in this category would be all of the mentally handicapped and a great many children who are termed culturally disadvantaged. They feel procedures in curriculum development should be operationally openminded and more or less unstructured and emergent in nature. In view of their position that disordered children do not comprise a homogeneous group and are not educated in homogeneous settings, a strong stand is taken against the notion that there is a single methodology or group of methodologies to deal with all problems in the education of disordered children. (Author)

ABSTRACT 23494

EC 02 3494 ED N.A.
Publ. Date Jul 70 6p.
Ayers, George E.
The Disadvantaged: An Analysis of Factors Affecting the Counseling Relationship.
EDRS not available
Rehabilitation Literature; V31 N7 P194-9 Jul 1970

Descriptors: culturally disadvantaged; rehabilitation counseling; counseling effectiveness; interaction process analysis; counselor attitudes; counselor acceptance; communication problems; attitudes

The complex range of interpersonal and intrapersonal perceptions that influence the development of a counseling relationship, specifically as related to counseling the disadvantaged, are analyzed. Starting with an enumeration of qualities that affect the counseling relationship in general, the author expands to a discussion of specific counselor attitudes affecting their relationship toward a disadvantaged client. The effect of counselor's perceptions of the disadvantaged, and how he can overcome them and establish rapport, are treated. Suggestions for developing positive counselor attitudes and for increasing the counselor's knowledge of the client's background, values, and culture include a strategy of inservice training. The importance of communication, both verbal and non-verbal, and of the client's attitude also, are discussed. (KW)

ABSTRACT 23562

EC 02 3562 ED 042 295
Publ. Date (68) 52p.
Summary Report of a Study on the Problems of Rehabilitation for the Disabled.
Roper Research Associates, Inc., New York, New York
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; handicapped; vocational rehabilitation; attitudes; information dissemination; economically disadvantaged; class attitudes; rehabilitation; national surveys; statistical studies

Prior to an advertising campaign directed toward the handicapped and their families, interviews with 995 adults, 481 handicapped persons, and 100 physicians were conducted. It was found that the lower economic group, which has the highest incidence of disability (17% as

compared to 5% in upper economic households), has the least knowledge of how and where to seek help, and has more negative attitudes toward caring for the disabled. Among the general public, a much larger percentage of those in the lower economic group than in the upper and middle groups favors institutionalization of the handicapped rather than at-home care, and a much lower percentage favors having the handicapped work side by side with the non-handicapped. More of the handicapped have received medical services than have received vocational training. Results also showed the need for providing doctors with more information on how to steer patients toward rehabilitation. Discussed are suggestions indicated by the study for an advertising campaign designed to inform the handicapped and motivate them to seek rehabilitation services. (KW)

22

AUTHOR INDEX

Allen, Richard C 22521.
Andrews, James B 12024.
Arnold, Richard D 22627.
Ayers, George E 23494.
Baratz, Joan C 20365.
Bensen, J F and Others 23049.
Berlin, Charles I 20019.
Blatt, Burton 23240, 23407.
Bloomer, Richard and Others 12081.
Bond, Horace M 12049.
Bottrill, John H 11476.
Brottman, Marvin A 11505.
Brown, Louis F 12024.
Bruininks, Robert H 20779.
Bruininks, Robert H and Others 22798.
Buckholdt, David 21762.
Carter, Thomas P 22603.
Cawley, John F and Others 21290.
Chansky, Norman M 11805.
Cheyney, Arnold B 23005.
Clary, Doris H 22335.
Cohen, Julius S and Others 20323.
Cravioto, Joaquin 11630.
Daniel, Artie A 23245.
Dill, Anne C 20019.
Ducker, Sam 22436.
Edelmann, Anne M 21198.
Fargo, George A 10272.
Feshbach, Seymour and Others 22068, 22078, 22096.
Flint, Betty Margaret 10834.
Gallagher, James J 11410.
Galloway, Charles G 20299.
Gaona, Carlos Espinosa 11630.
Garber, Michael and Others 22691.
Garfunkel, Frank 23240, 23407.
Gerber, Sanford E 11374.
Giles, Douglas E 23245.
Glasman, Naftaly S 22081.
Goldman, Irwin J and Others 21091.
Green, Robert L and Others 22792.
Grothberg, Edith H 22131.
Hallahan, Daniel P 20791.
Hamblin, Robert L 21762.
Haring, Norris G and Others 11795.
Hertel, Christina G 11374.
Hodges, Walter L and Others 11594.
Husaini, Baqar A 22235.
Jansen, Verna Godman 11410.
Jensen, Arthur R 20680.
Johnson, Kenneth R 22343.
Kallan, Cynthia A 20792.
Kappelman, Murray M and Others 20076.
Karnes, Merle B 20885.
Karnes, Merle B and Others 11024, 11281, 21088.
Kodman, Frank, Jr 21264.
Larson, Charlotte E 22592.
Lehman, Jean Utley 10029.
Leshner, Saul S 21191.
Lippman, Leopold 22382.
MacMillan, Donald L 20090.
Malpass, Leslie F and Others 23246.
McGrath, G D and Others 11239.
Meisgeier, Charles 11094.
Meyerowitz, Joseph H 10889.
Mickelson, Norma I 20299.
Myers, Albert E 21701.
Norton, Frances J 20296.
Oakland, Thomas D 11447.
Powell, Hope M 11337.
Radin, Norma 20396.
Raph, Jane Beasley 20544, 22369.
Rigrodsky, Seymour 10913.
Roucek, Joseph S, Ed 22001.
Ryckman, David B 10703.
Sanzone, Jean F 21181.
Scheinfeld, Daniel R and Others 21878.
Scrimshaw, Nevin S 11577.
Smilansky, S 11338.
Smith, Benjamin F 22080.
Smith, Donald Hugh 11352.
Snyderman, George S 21191.
Staats, Arthur W and Others 23002.
Sussman, Robert B 21117.
Tannenbaum, Abraham J 11695.
Tarnopol, Lester 21813.
Thomas, Alexander 21492.
Wattenberg, William W 21567.
Wight, Byron W and Others 21089.
Willerman, Lee and Others 23153.
Williams, Jane Case 11665.
Wirtz, Morvin A 23303.
Wist, Anne H 22627.
Witmer, Helen L, Ed 20417.
Wolf, Montrose M and Others 20023.
Wolfgang, Marvin E 10189.
Zimberg, Sheldon 21117.

SUBJECT INDEX

Academic Ability 11337, 12049, 22078, 22096, 23240.
Academic Achievement 11805, 12049, 20023, 21492, 21701, 21762, 21290, 22068, 22792, 23240.
Achievement 11024, 11239, 11337, 11594, 22096, 22792.
Achievement Tests 11805.
Adjustment Problems 21191.
Adjustment (To Environment) 11594.
Administration 10913, 11337.
Administrative Organization 22065.
Administrative Problems 21117.
Age Differences 22792.
Agencies 22789.
Alcoholism 22521.
American Indians 11239, 20299, 22111.
Ammons Quick Test 20780.
Anglo Americans 11094, 22627.
Animal Behavior 11577.
Anxiety 22080.
Articulation (Speech) 20544.
Aspiration 12049, 22081, 22792.
Associative Learning 20885.
Attendance 20023.
Attention Span 11338.
Attitudes 11410, 22792, 23494, 23562.
Audiology 10029.
Audiovisual Aids 10029.
Auditory Perception 11447, 20019, 20779, 20885, 21181, 22627.
Auditory Tests 20019, 22627.
Auditory Visual Tests 11630.
Aurally Handicapped 10029.
Bank Street College of Education 23254.
Basic Reading 23246.
Behavior 10029, 10834, 20821, 22096.
Behavior Change 10834, 11695, 11795, 21198, 21672, 21762, 23002.
Behavior Patterns 20296, 20791, 21492, 21567.
Behavior Problems 10029, 10272, 11695, 21672.
Behavior Rating Scales 10272.
Behavior Theories 21762, 23407.
Benton Visual Retention Test 11805.
Bilingual Students 11239, 11665, 21492, 21783.
Biological Influences 20821.
Body Height 11577.
Body Weight 11577.
Bureau of Education for the Handicapped 11665.
California 11337.
California Personality Inventory 22080.
California Test of Mental Maturity 22235.
California University 22068.
Camping 12024.
Canada 20299.
Case Studies (Education) 11795, 21762.
Caucasian Race 22080.
Changing Attitudes 21198, 23254.
Check Lists 22789.
Child Care 22691.
Child Care Programs 11476, 20417, 21783.
Child Development 10272, 10834, 11338, 11577, 20417, 20821, 21762.
Child Welfare 22065, 22691.
Childhood 20417, 21783, 23153.
Civil Liberties 22521.
Civil Rights 22521.
Classification 22131.
Classroom Environment 21567.
Clinical Diagnosis 10913, 20076, 23407.
Cognitive Ability 10703, 20680, 21089.
Cognitive Development 20791-20792, 20821, 21089, 21290, 21672, 21783, 22235, 23153, 23240.
Cognitive Processes 10703, 11338, 11594, 11695, 22096, 23240, 23254.
Communication Problems 23494.
Communication Skills 11281, 20885.
Communication (Thought Transfer) 11281.
Community Attitudes 22603.
Community Cooperation 22065.
Community Organizations 11682.
Community Programs 11682, 21088.
Community Role 11682.
Community Services 11682.
Comparative Analysis 21290.
Compensatory Education 20396, 21290.
Complexity Level 20680.
Concept Formation 20544.
Conference Reports 21672, 21783, 23163.
Conservation (Concept) 22111.
Consultation Programs 21117, 21198.
Counseling 20323, 21567, 22001, 23494.
Counseling Effectiveness 23494.
Counselor Role 20323, 23494.
Counselor Training 20323.
Counselors 21117, 23254, 23494.
Creativity 11024.

Cultural Background 20792.
Cultural Differences 10189, 11094, 11352, 21492, 22603.
Cultural Factors 11352, 20792, 22111, 22603.
Culturally Disadvantaged 10029, 10272, 10703, 11024, 11094, 11239, 11338, 11352, 11594, 20821, 21290, 21813, 22078, 22096, 22111, 22235, 22382, 22603, 23005, 23049, 23246, 23254, 23407, 23494.
Culture Free Tests 20680.
Curriculum 10029, 11337, 11594.
Curriculum Design 10029.
Curriculum Development 11337, 11594, 23407.
Curriculum Evaluation 11594.
Dance 22335.
Deaf 10029.
Delinquency 10189, 21672, 21813.
Delinquency Causes 10189.
Delinquents 10189, 21567.
Demonstration Projects 11337, 11795, 20023, 20417, 21198, 23240.
Design Needs 21783.
Detroit Tests of Learning Aptitude 21290.
Dietetics 11577.
Disadvantaged Groups 10029, 11410, 20323, 22521.
Discriminatory Attitudes (Social) 22603.
Doctoral Degrees 12049.
Dropouts 11805, 21701, 22001, 22789.
Drug Addiction 22521.
Early Childhood Education 11338, 11505, 11594, 11665, 11695, 20296, 20299, 20396, 20544, 20791-20792, 21088, 21264, 21290, 22001, 22111, 22235, 22369, 23049, 23240, 23245.
Economically Disadvantaged 10189, 20323, 21091, 21567, 21672, 22001, 22521, 23562.
Economics 20323, 23303.
Educable Mentally Handicapped 10889, 11594, 12024, 20780, 21181, 23240.
Educational Diagnosis 10272, 11594.
Educational Methods 21762, 23163.
Educational Needs 10913, 11024, 12049, 21492, 22081, 22343, 22382, 22789, 23303, 23407.
Educational Philosophy 23407.
Educational Planning 22335, 23163.
Educational Programs 11665, 11682, 11695, 20023.
Educationally Disadvantaged 11239, 11337, 20792, 22436, 22792, 23303.
Elementary and Secondary Education Act Title I 20780, 22436.
Elementary Education 21117, 23254.
Elementary School Students 11024, 21117, 22068, 22078, 22096, 23005.
Emotional Adjustment 10834, 22065.
Emotional Development 11024, 20821.
Emotionally Disturbed 11505, 11795, 20076, 21198, 22592, 22789, 23407.
Employment 21091, 21191.
Employment Experience 21091.
Employment Opportunities 21091, 21191, 22065.
English 11337, 22001.
Enrichment 11505, 21264, 23163, 23245.
Enrollment Trends 11337.
Environmental Influences 10834, 10889, 11577, 11665, 11695, 12049, 20417, 20544, 20821, 21089, 21783, 22080, 23153, 23240.
Ethnic Groups 11094, 21091, 22111.
Evaluation 20023.
Evaluation Methods 11447, 21492.
Exceptional Child Education 10029, 10189, 11281, 11337, 11352, 11505, 11665, 11695, 20365, 20544, 20791-20792, 20885, 21783, 22001, 22131, 22335, 22343, 22369, 22382, 22436, 22592, 22603, 22789, 23005, 23049, 23163, 23303, 23407.
Exceptional Child Research 10272, 10703, 10834, 10889, 10913, 11024, 11094, 11239, 11338, 11374, 11410, 11476, 11577, 11594, 11630, 11795, 11805, 12024, 12049, 12081, 20019, 20023, 20076, 20090, 20296, 20299, 20396, 20680, 20779-20780, 20821, 21089, 21091, 21181, 21198, 21264, 21290, 21492, 21701, 21762, 21813, 21878, 22068, 22078, 22080-22081, 22096, 22111, 22235, 22627, 22798, 23002, 23153, 23240, 23245-23246, 23254, 23562.
Exceptional Child Services 11682, 20323, 20417, 21117, 21191, 22691.
Facilities 10834.
Factor Analysis 21290.
Failure Factors 20090.
Family Attitudes 11024.
Family Characteristics 10889, 11024.
Family Counseling 21878.
Family Environment 10889, 21492.
Family Influence 21492, 21878.
Family Role 21878.
Family (Sociological Unit) 11094, 20296.
Federal Aid 11665.
Feedback 20019.
Fernald School 22068.
Financial Support 11682.
Foreign Countries 11577.
Foster Children 22691.
Foster Family 22065, 22691.
Foster Grandparent Program 22065.
Frostig Visual Perception Test 22111.
Games 11281.
Geographic Region 10889.
Gifted 11410, 11695, 22001.
Grades (Scholastic) 20023.
Group Behavior 21567.
Group Therapy 21117, 21567.
Growth Patterns 11577.
Handicapped 22521, 23562.
Handicapped Children 21191, 22065, 22789.
Hawaii 10272.
Head Start 20780, 21290, 22111, 23245.
Health 11094, 20076.
Home Economics 12024.
Hostility 21567.
Hyperactivity 20791.
Identification 10272, 10913, 11505, 22789.
Illinois Test of Psycholinguistic Abilities 11374, 20780, 21290.
Illiteracy 11094.
Immigrants 11239.
Incidence 11665.
Individual Characteristics 10029.
Individual Differences 21290.
Individualized Instruction 10834, 22068, 22078.
Infancy 10834, 11577, 20417, 20821, 23049, 23153.
Information Centers 11665.
Information Dissemination 11281, 23562.
Initial Teaching Alphabet 22798.
Inservice Education 10834.
Inservice Teacher Education 10029, 22078, 22081, 22436, 23254.
Institutional Environment 10834, 20417, 22065.
Institutional Personnel 20417.
Institutionalized (Persons) 20417.
Instructional Materials 10029, 11281, 20023, 20885, 22078.
Instructional Materials Centers 11665.
Intellectual Development 11577, 11594, 21088, 21264, 21492, 22235, 22792.
Intelligence 11024, 11805.
Intelligence Differences 11410, 11695, 21264, 21492, 23245.
Intelligence Level 20396.
Intelligence Quotient 21813, 23153.
Intelligence Tests 11665, 11805, 20680.
Interaction Process Analysis 23494.
Interdisciplinary Approach 10272, 11505.
Intergroup Relations 11410.
Intermediate Grades 11410.
Intervention 20396, 21290, 22789.
Interviews 22081.
Job Placement 21191.
Junior Colleges 11337.
Junior High Schools 22080.
Junior High School Students 22068, 22078, 22080, 22096.
Kindergarten 11338, 20396, 21290.
Kindergarten Children 10703, 11338, 11594.
Language Ability 10703, 20365.
Language Arts 11352.
Language Development 10029, 10703, 11239, 11281, 11352, 11594, 20299, 20780, 20792, 20821, 20885, 21088-21089, 21181, 21762, 22369, 23245, 21088-21089, 21181, 22369, 23245.
Language Handicapped 11374, 11795, 20544.
Language Instruction 20365, 23005.
Language Learning Levels 23245.
Language Patterns 20299, 20365, 22369, 23005.
Language Programs 22369.
Language Tests 11239.
Learning Characteristics 20680.
Learning Difficulties 22001, 23254.
Learning Disabilities 11505, 20076, 20791, 20885, 21783, 21813, 22068, 22078, 22096, 22131, 22592, 23049, 23407.
Learning Processes 11281, 20885, 21089, 23245.
Legal Problems 22521.
Legislation 11665, 22521.
Listening Skills 20885.
Longitudinal Studies 21290.
Lower Class 10189, 10703, 20019, 21567.
Males 10703.
Maryland 22789.
Mathematics 11803, 20023, 22001.
Maturation 20821.
Medical Evaluation 10272.
Memory 20885.
Mental Health 21198.
Mental Illness 22521.
Mental Retardation 11239.
Mentally Handicapped 10889, 11094, 11239, 11577, 11594, 11682, 11695, 12024, 20076, 20090, 20885, 21181, 22382, 22521, 23153, 23240, 23303, 23407.
Mexican Americans 11094, 11239, 11665, 21783, 22081, 22111, 22603, 22627.
Middle Class 10189, 10703, 21567, 22068.
Migrant Children 11094, 21783.
Migrant Health Services 11094.
Migrant Youth 21783.
Minimally Brain Injured 21813, 22592.
Minority Groups 10189, 11094, 11665, 12049, 21813, 22001, 22081, 22382,

22521, 22603, 22691, 23163.
Model Cities Program 11682.
Montessori Method 21088.
Motivation 12049, 20090, 22001, 22068, 22096.
Motivation Techniques 23002.
Motor Development 11594, 20821.
Multisensory Learning 21088.
Music 22335.
National Programs 23245.
National Surveys 23562.
Negro Youth 10703, 12049, 21762, 22382, 22792, 23163.
Negroes 10189, 11024, 11094, 20019, 20365, 21701, 22001, 22080-22081.
Neil McNeil Infants Home 10834.
Neurological Defects 22131.
Neurologically Handicapped 20076, 20791, 21567.
New York 22436.
Nonprofessional Personnel 22789, 23002.
Nonstandard Dialects 20365.
North Carolina 11805.
Nutrition 11577, 11630, 22131.
Occupational Choice 22792.
Occupational Therapy 21191.
Occupations 21091.
Older Adults 22065, 22521.
Oral Communication 23245.
Outdoor Education 12024.
Parent Attitudes 10272, 21492.
Parent Child Relationship 10889, 11338, 21492.
Parent Counseling 20396, 22789.
Parent Education 23049
Parent Role 20396, 21492, 21783, 22065, 22436.
Parent Teacher Conferences 10913.
Parents 11024.
Parochial Schools 22436.
Peabody Language Development Kit 20780.
Peabody Picture Vocabulary Test 21290.
Peer Teaching 21762.
Pennsylvania 21198.
Perception 11695.
Perception Tests 22111.
Perceptual Development 20779.
Perceptual Motor Coordination 10834.
Perceptual Motor Learning 20885.
Perceptually Handicapped 20076, 22592.
Personal Adjustment 12024.
Personality Development 20821.
Phonetics 22627.
Physical Development 11577.
Physical Education 12024.
Physically Handicapped 11695, 22521.
Play Therapy 10834.
Positive Reinforcement 20023.
Potential Dropouts 21191, 21701.
Poverty Programs 20323, 22065.
Prediction 10272, 11505.
Predictive Measurement 10272, 11805.
Pregnancy 22789.
Prenatal Influences 20821.
Preschool Children 10272, 10834, 11281, 11338, 11476, 11594, 11795, 20296, 20417, 20885, 21089, 21783, 21878, 22235, 23240, 23245.
Preschool Evaluation 10272.
Prevention 11665, 23049.
Primary Grades 20780, 21762, 22335, 22798, 23246.
Prisoners 22521.
Private Schools 22436.
Professional Education 22789, 23254.
Program Budgeting 20023.
Program Descriptions 21088, 22078.
Program Development 20417.
Program Effectiveness 21290.
Program Evaluation 10913, 20780, 21088, 21290, 21701, 21762, 22065, 22068, 22078, 22235, 22436, 23240.
Program Planning 11337, 11682, 20323, 20417, 22789.
Program Proposals 20417.
Programed Instruction 22001, 23246.
Programed Materials 23246.
Project Speech and Language Development 20780.
Psychiatrists 11505, 21117.
Psychoeducational Processes 23254.
Psycholinguistics 11024, 11281, 20885, 22798.
Psychological Characteristics 11594, 20791, 22080.
Psychological Needs 20821.
Psychological Tests 10272.
Psychologists 11505.
Psychology 11337.
Puerto Ricans 21492, 22691.
Questionnaires 21198.
Racial Attitudes 11410, 22382.
Racial Differences 11410, 20019, 22080.
Racial Factors 20019.
Racial Integration 11410.
Racial Segregation 12049.
Readiness (Mental) 11476.
Reading 10029, 11805, 12081, 20023, 22798, 23005, 23246.
Reading Ability 11337, 11447, 21492, 22798.
Reading Difficulty 20779, 22001.
Recall (Psychological) 20885.
Records (Forms) 10834, 20076.
Recreational Programs 12024.
Referral 10913.
Regional Programs 10913.
Regular Class Placement 21198.
Rehabilitation 21567, 22521, 23494, 23562.
Rehabilitation Programs 20323.
Reinforcement 11695, 20019, 20023, 21762, 23002, 23240.
Reinforcers 21762.
Remedial Instruction 20023, 22078.
Remedial Programs 11337, 22096.
Remedial Reading 23002.
Research Needs 21089, 22081.
Research Projects 10272, 11665.
Research Reviews (Publications) 11577, 20365, 20821.
Residential Care 20417.
Residential Programs 20417.
Retarded Speech Development 11374, 20780.
Role Conflict 10189.
Rural Youth 11630, 22111.
School and College Ability Tests 11337.
School Community Relationship 22603.
School Holding Power 21701.
School Integration 11410.
School Role 22603.
Sciences 12024, 22001.
Screening Tests 10913.
Second Language Learning 20365.
Self Care Skills 10834.
Self Concept 11352, 12024, 20090, 22792, 23163.
Self Evaluation 20090.
Sensory Deprivation 20792.
Sensory Integration 11630.
Sensory Training 22111.
Sentence Structure 20544.
Services 22521, 22789.
Sex Differences 11410, 22080.
Siblings 10889.
Slow Learners 11337, 11594, 22001, 23246.
Slums 11682, 21117, 21762, 22691.
Social Adjustment 10834, 21672.
Social Attitudes 10889, 11024, 21567, 23562.
Social Characteristics 11024, 20821.
Social Development 11594, 20296, 20821, 23240.
Social Differences 21567.
Social Experience 10889.
Social Influences 12049, 20821, 22001, 22065.
Social Relations 10189, 11410.
Social Studies 22001.
Social Workers 10272.
Socialization 10189, 10889, 20296.
Socially Deviant Behavior 10189, 10272, 21567.
Socially Maladjusted 11795, 21198.
Sociodrama 11338.
Socioeconomic Background 10703, 11239.
Socioeconomic Influences 11024, 11094, 11239, 22080, 22131, 23153.
Socioeconomic Status 10889, 11024, 11447, 20680, 22080, 23153, 23240.
Sociometric Techniques 12024.
Special Classes 11239.
Speech Evaluation 11374, 22436.
Speech Habits 22369.
Speech Handicapped 10913, 11352, 11695, 20544, 22436.
Speech Improvement 10029, 11337, 11352, 20780, 22436, 23005.
Speech Tests 11374.
Speech Therapists 10913, 20544, 20780, 21181.
Speech Therapy 10913, 11695, 22369, 22436.
Spelling 11805, 22001.
Staff Orientation 10834.
Stanford Achievement Test 20023.
Stanford Binet Intelligence Test 21290.
State Programs 11665.
Statistical Data 22789, 23562.
Stereotypes 22603.
Stress Variables 20090, 20296.
Student Attitudes 21117.
Student Evaluation 11505, 12024, 20023, 23245-23246.
Student Teacher Relationship 11352, 23254.
Summer Programs 12024, 20299.
Supervisors 23254.
Surveys 22789.
Talent Utilization 23163.
Teacher Attitudes 11352, 21567, 22081.
Teacher Characteristics 23005.
Teacher Education 11665, 21198.
Teacher Evaluation 10272, 10913.
Teacher Orientation 10913, 22081.
Teacher Role 11505, 21762.
Teachers 22081, 23254.
Teaching Guides 11281.
Teaching Machines 23246.
Teaching Methods 10029, 10913, 11281, 11338, 11695, 11795, 12081, 20023, 20544, 20779, 20791, 20885, 21783, 22001, 22369, 22592, 23002, 23005, 23407.
Test Interpretation 20019.
Test Reliability 21290.
Test Validity 11805.
Testing 10272, 10703, 11024, 11630, 11805, 12024, 20019, 21181, 21492, 22068.

Testing Problems 21492, 21783.
Texas 11094.
Transportation 11682, 22789.
Typewriting 12081.
Underachievers 11337, 20023, 21191, 21762, 22001.
Unemployment 21091.
Urban Education 21117, 21672, 23163.
Urban Environment 11682, 21672, 21701.
Urban Renewal 11682.
Urban Schools 22080.
Verbal Ability 20544, 20885, 21783, 23245.
Virginia 22792.
Visual Learning 20779.
Visual Perception 20779, 20885, 21088, 22111.
Visually Handicapped 11695, 22111.
Vocabulary 23245.
Vocabulary Development 21089, 23246.
Vocational Adjustment 21191, 21701.
Vocational Counseling 20323, 21191.
Vocational Education 21783, 22789.
Vocational Rehabilitation 20323, 21191, 23562.
Volunteers 10834.
Wechsler Adult Intelligence Scale 11805.
Wepman Auditory Discrimination Test 20019.
Word Recognition 20779.
Work Study Programs 21701.
Workbooks 23246.
Young Adults 11805.
Youth Problems 10189.